Mission High School is a Community School at which each student will be prepared to achieve their goals and dreams as individuals and to positively contribute in their communities as world citizens. Vision We will achieve our mission by using an Anti-Racist Teaching framework to ensure critical thinking and literacy instruction that is schoolwide (in every classroom, across all curriculums), uniform, systematic and standards-based to nurture and develop a connected and unified community through strong personal relationships between faculty, students and community, intended to support each student to be academically successful and socially responsible, and to identify and support a high caliber staff of committed and hard working professionals who engage in conscious, intentional and ongoing analysis of our student achievement data, Anti-Racist Teaching, and school systems. ESLRs (Student Learning Outcomes) Every Mission High School Graduate will be: 1. A Complex Thinker - Prepared for post-secondary endeavors 2. An Engaged, Open-Minded and Tolerant Community Member - Technologically Skilled Schoolwide Priorities (through Anti-Racist Teaching Lens) This 3-point plan allows us to develop very focused and intentional programs and supports for all of our students. 1. Analyzing Student Work in collaborative Teams and Departments: Utilizing student work to drive instruction, inform our teaching practices, and support student achievement at the highest level. 2. Family and Community Engagement: Emphasis on Post-Secondary Success at all grade levels to ensure our students are academically prepared, eligible, and have a deep awareness of all post-secondary options upon graduation from high school. 3. Post-Secondary Success: School wide Family Engagement Plan to create meaningful partnerships, build strong relation-ships, and deepen avenues of communication with all of our families in order to support our students from the moment they enter our front door. Mission Structures for Supporting our Vision and Goals: Distributive Leadership: Teacher Leadership: Department Chairs and Program Leads (Newcomer and Special Education) meet with the AP weekly to plan department work; lead department meetings 2 times a week and participate on bi weekly Leadership Team meetings to plan PD, set and lead priorities for the year, and implement the school’s academic plan (BSC). In addition the school has an SSC that is informed by the ELAC and AAPAC (African-American Parent Advisory Council) – they all meet monthly and convene together and separately depending on the task at hand. Daily Classroom Practice: Teachers use a daily agenda to communicate academic goals and actions. Language objectives are expected to be included in the agenda. Culturally relevant curriculum and pedagogy are areas of curricular focus in order to support ALL of our students at a wide range of entry points. One example of this is: The Math Department has been implementing Complex Instruction – group discovery based instruction – for several years and all have CCSS Math Practice and “How I am smart in Math” posted. Based on Robert Marzano’s work we are introducing academic language school wide in conceptual clusters starting this year. Professional Development: Bi-weekly staff meetings are focused on Professional Development. ELD is an ongoing strand. In the past three years we have reviewed the Literacy and ELD standards school wide. We have reviewed SIOP strategies and distributed ‘Making Content Comprehensible for English Learners’ several times with teacher led workshops. Common Planning Time (CPT) and Department Planning Time: Grade level teams meet 3 times a week during the school day to focus on student intervention – referrals to Wellness, SST, etc.; and teacher practice – analysis of student work, disaggregating grades, etc. In addition departments meet twice-weekly to align curriculum (Vertical and Horizontal), disaggregate student grades, implement Common Core Curriculum, align curriculum to CA ELD Standards (across content areas) and align to CA Literacy Standards.

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.

### What Has Changed?

<table>
<thead>
<tr>
<th>The School Data Profile section has been added</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<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 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>
<td></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.
<table>
<thead>
<tr>
<th>1. Balanced Score Card/ Single Plan for School Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. School Site Council Roster*, Signatures, Bylaws &amp; Agendas</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 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.</td>
</tr>
<tr>
<td>☐ SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). <strong>Note</strong>: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.</td>
</tr>
<tr>
<td>☐ SSC Bylaws</td>
</tr>
<tr>
<td>☐ 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 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</td>
</tr>
<tr>
<td>☐ SIG Carryover Expenditures</td>
</tr>
<tr>
<td>☐ All 2016-2017 Title I funds should be accounted for in the BSC</td>
</tr>
<tr>
<td>☐ Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Title I Parent Involvement Policy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package</td>
</tr>
</tbody>
</table>

*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>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group grades – % A’s and % D&amp;F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-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>1. Increase proficiency on 11th grade SBAC by at least 10% 2. Increase proficiency on IAB/IWA by at least 10% 3. Increase mastery of common core writing spirals 4. Increase proficiency in all above areas by at least 10% for AA, Latino, EL, and SPED students.</td>
<td>1. Shifting focus on CPT to be more directly connected to instructional practices including common assessments and grading policies, vertical curriculum articulation, efficacy in terms of daily lesson planning strategies, newly developed framework for rigor from ARTC perspective. 2. ongoing PD aligned to instructional and targeted goals. 3. Continue to focus on grade dis aggregation as a means to have teachers do deep reflection on student performance and then to adjust both interventions, pedagogy, and curriculum to support increased student achievement. This grade analysis and teacher reflection/action plan will occur 2 to 3 times per semester and will be shared with departments and grade level teams. 4. Our ILT Team, made up department and school leaders, will continue to develop school wide instructional priorities centered around &quot;productive struggle&quot; with an emphasis on peer to peer academic discourse and student centered learning. 5. MHS will continue to participate in Instructional Rounds and utilize the data and feedback for continued PD and improvement.</td>
</tr>
</tbody>
</table>

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 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>See Above</td>
<td>See above</td>
<td></td>
</tr>
</tbody>
</table>
1. Increase teacher support from coaching team aligned with instructional leadership goals.
2. Continue offering smaller class sizes in core academic courses (reduce class size from 15/16 school year from 26-1 average to 25-1 average) when budget allows.
3. Increase amount of PD/Teach alike time for both ELA and Math.
4. Increase opportunities for direct student tutoring and one on one support.

These include after school tutoring through our EDP program, peer tutoring, advisory academic check-ins, EWI small group mentoring, a range of Wellness support groups, and teacher office hours.

**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 SQII?

**Analysis of results for Language Arts-Focal Group**

<table>
<thead>
<tr>
<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>Reduce number of D/F’s for focal students in all ELA courses Increase proficiency on district assessments for focal students by at least 10%.</td>
<td>1. Increase access to small group, one on one tutoring via ASP 2. Connect directly with brand new AA Male support course 3. Re-Boot Study Skills course for IEP students with emphasis on math and ELA intervention/support.</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. <strong>WASC Ch.2</strong></td>
<td>1. Increase proficiency on 11th grade SBAC by at least 10% 2. Increase proficiency on IAB/District Math Assessments by at least 10% 3. Increase mastery of common core math sequence 4. Increase proficiency in all above areas by at least 10% for AA, Latino, EL, and SPED students.</td>
<td>Shifting focus on CPT to be more directly connected to instructional practices including common assessments and grading policies, vertical curriculum articulation, efficacy in terms of daily lesson planning strategies, newly developed framework for rigor from ARTC perspective. 2. ongoing PD aligned to instructional and targeted goals. 3. Continue to focus on grade disaggregation as a means to have teachers do deep reflection on student performance and then to adjust both interventions, pedagogy, and curriculum to support increased student achievement. This grade analysis and teacher reflection/action plan will occur 2 to 3 times per semester and will be shared with departments and grade level teams. Our ILT Team, made up department and school leaders, will continue to develop school wide instructional priorities centered around “productive struggle” with an emphasis on peer to peer academic discourse and student centered learning. 5. MHS will continue to participate in Instructional Rounds and utilize the data and feedback for continued PD and improvement.</td>
</tr>
</tbody>
</table>

While MHS students, including targeted students tend to have slightly higher math GPAs than other high schools, our students struggled with a low proficiency rate on the administration of the SBAC with a proficiency rate of only 9.8%. We have also not seen much of an increase in our performance on the district assessments. However, there is other evidence, in addition to GPA, to show that students are beginning to increase mastery in newly sequence math common core. This includes portfolio articulation, class demonstration, and increases diverse student enrollment/access to high level math courses including AP Stat and Calculus.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-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>See Above</td>
<td>See Above</td>
<td>See Above</td>
</tr>
</tbody>
</table>
Increase teacher support from coaching team aligned with instructional leadership goals.
Continue offering smaller class sizes in core academic courses (reduce class size from 15/16 school year from 26-1 average to 25-1 average) when budget allows.
Increase amount of PD/Teach alike time for both ELA and Math.
Increase opportunities for direct student tutoring and one on one and small group supports. These include after school tutoring through our EDP program, peer tutoring, advisory academic check-ins, EW1 small group mentoring, a range of Wellness support groups, and teacher office hours.

**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>See Above</td>
<td>Reduce number of D/F’s for focal students in all math courses Increase proficiency on district assessments for focal students by at least 10%.</td>
<td>1. Increase access to small group, one on one tutoring via ASP 2. Connect directly with brand new AA Male support course 3. Re-Boot Study Skills course for IEP students with emphasis on math and ELA intervention/support.</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)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</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 AAMO dropped slightly this year. We continue to see a much larger increase in the number of SIFE students and a general increase in NX students as well.</td>
<td>1. Increase achievement on CELDT by at least 10%. 2. Increase Reclassification by at least 5%. 3. Increase the number of students accessing the Expository Writing Course by doubling the number of students.</td>
<td>1. Maintain dedicated NX Counselor 2. Increase Expos. Writing courses 3. Increase amount of PD Re: EL students in the mainstream for all teachers 4. Continue building SIFE support courses</td>
</tr>
</tbody>
</table>

**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>Social Studies: With Ethnic Studies as our flagship for both 9th and 12th graders, and with our other rigorous and relevant SS courses, we tend to see a higher level of both engagement and achievement for students, especially targeted students, in our SS courses as evidenced by grades, writings, portfolio, and even attendance data.</td>
<td>Continue shining a light, school wide, on the work of our SS department and sharing and using some of their collective strategies, such as looking at student work together, throughout the entire school.</td>
<td>We will use the .5 FTE for coaching to increase the coaching time of our SS Department Chair across ALL departments.</td>
</tr>
<tr>
<td>Science: 11th grade chemistry continues to be an area of struggle for our students for a wide range of reasons.</td>
<td>Increase achievement as evidenced by GPA for AA, Latino and EL students in all science offerings and to continue offering at least 3-4 years of science for all students.</td>
<td></td>
</tr>
</tbody>
</table>
Based on Next Gen Science Plan, we will shift to Bio in 9th, and, eventually Physics in 10th with the idea of increasing achievement in 11th grade chem. In addition, we will continue offering a wider range of science options at the 11th and 12th grades, including AP Env. Science, Bio-Tech, Physics, and Dual Enrollment Health Science. In addition, while not directly connected to science department, we will offer two years of a newly developed Computer Science Pathway which will include the AP CS course.

**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>Mission continues to create and build a strong college going culture. Over the past several years we have increase our actual college enrollment rate significantly by offering a dedicated college counselor, a college and career team, a college and career center, and aligning our advisory program to Post-Secondary Success for all students. As a school, though, with a very large number of First in Family students, we need to continue supporting and building these programs and other avenues of support. These include finding funding to keep offering free SAT/ACT courses for underrepresented students, offering many opportunities to visit college campuses, focus on ensuring that underrepresented students have access to AP/Honors/Dual Enrollment and CTE courses and making sure that we have supports for these students once in these courses.</td>
<td>While AA, Latino, EL, and SPED students outperform district averages for college enrollment, we still see some gaps in relation to other students and we need to keep working to decrease these gaps by offering multiple supports as listed in the previous table.</td>
<td>Addition of computer science pathway, African-American Male Identity and Culture course, increased AVID sections, addition of college and career readiness portfolio, increase pathway offerings including Computer Science and Ed Pathway courses.</td>
</tr>
</tbody>
</table>

In terms of current data, while our severely off-track percent is slightly lower than the district at 3.5%, our overall on-track to graduate data is at 63.3% (some of this connected to newly arrived students in our NX Pathway). Our college enrollment percentage as of last year was 79% for first year enrollment and 82% for enrollment within 2 years of graduation. This is slightly lower than the district average but when disaggregated by ethnicity we see higher performance for MHS students for African-American, EL, and SPED students. While we have a higher UC Readiness than SFUSD average (72% vs. 60%) with support from our college center we hope to increase this by at least 5%.

While we decreased our drop out rate last year from 13% to 6%, we want to continue decreasing this rate by at least 5% for all targeted groups. In addition we plan to continue working with our counseling team to increase our On-Track % by at least 10% to make it to 73%.

**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**
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)

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)
--- | ---
See above  | Site budget, Prop A, SPARK Grants from our own Mission High Foundation, site funded sub days, Stipends, extended hours

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

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>Mission tends to outperform district in most areas for SPED students (GPA, college enrollment, etc) so we believe our full inclusion model with co-facilitation is working generally. We do need to continue supporting teachers in differentiating instruction and we see moments when interventions around bullying are critical.</td>
<td>To continue offering and fostering a fully inclusive environment both within the classroom and school wide. Increase the percentage of mainstream teachers who identify as able to fully and thoughtfully differentiate curriculum for a deeply diverse class of learners.</td>
</tr>
</tbody>
</table>

Student Engagement/Attendance | This is a major area of focus. We continue to struggle with student attendance, both in terms of chronic absentees and students missing some classes during a school day, but not all. We believe this has a direct impact on student achievement. | Decrease student absenteeism by at least 10% especially for AA and Latino students. | Continue building our RTI model. Continue offering an additional attendance liaison paid out of the school’s budget, increase home visits, parent meetings, inclusion of our Wellness Team, but primarily focus on school’s instructional goal of increased rigor relevancy as we believe it is the classroom itself that supports student engagement and student attendance. |

School Climate
While most families and students see MHS as a safe and nurturing environment, there is a disconnect when students and families are asked about student-student respect and student-teacher respect. In addition, we are working to track and change negative student behaviors from a RP and RTI lens so we have asked for, and seen, an increase in student referrals this year, intentionally.

Continue to analyze and then decrease amount of student referrals by at least 10% and to use our analysis to create supportive interventions via RP and RTI with our student support team.

RTI, RP, AVID, increased student leadership and student voice, addition of Student Activities Coordinator connected directly to our RTI team, and working with both the school day program and the ASP.

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>1. Increase the number of African-American, Latino, and EL Families that participate in ALL activities especially SSC. We have many families attend our ELAC and AAPAC meetings but we need to make sure that ALL families feel welcome and attend the range of meetings, trainings, and events that we offer. 2. Make sure that we are connecting our NX families to the whole school so that true inclusion is happening here not only in the classroom but in the larger school community including parents.</td>
<td>Offer ongoing parent support courses here at MHS. Work with PTA to outreach more widely to NX Pathway families Use family survey feedback to guide our parent programming Fund a fully dedicated Community School Coordinator as this is key to our CS model</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>

Mission offers a wide range of parent and community ties via our Community Schools Model. We currently offer at least 5 different ongoing parent groups, monthly parent events, a parent center, and parent resources. As a Community School we have an articulated plan of action to support over 52 CBO’s and partners, including Drop Box, 826 Valencia, Scholar Match, and many, many more, all trained in Mission’s Anti-Racist Teaching Vision. However, with the loss of SIG and QEIA we have lost our dedicated CS Coordinator and the principal has moved into that role this year
### 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** = \(14,400\) Used for Instructional Materials and Supplemental Materials to support differentiation, various learning strategies, and differences, and a wide range of learning needs.

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 = 145,719

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

As above, to support smaller cohorts (class size reduction) in NX Pathway, provide additional assistance to NX students with dedicated counselor.

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 = 210,445

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

As above: includes inclusion of newly developed courses to achieve school goals, including AVID, CTE pathways, newly designed Computer Science courses, and more LA support courses at all grade levels for newly mainstreamed students and other struggling students with intention of class size reduction for student learning and deeper support.

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 = 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 the best use?*

Utilized to support targeted instructional learning materials for above mentioned courses, supplement common core math curricular development, and Language Arts materials to support increased mastery in grade level Language Arts. Additional amounts, as well, to support teacher efficacy and leadership via stipends and EH to create PLC devoted to co-leadership, lesson plan development, assessment alignment, and school wide portfolio work aligned to Common Core, and ongoing grade disaggregation.

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 = 619,800

*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?*

Primarily used for Professional Capacity to support SSC/Leadership goals of smaller class sizes (especially in our Newcomer Pathway and in co-facilitated courses), increased academic electives, and increased access to high level, rigorous, AP/Honors courses for ALL students. Additional amounts utilized to support targeted instructional learning materials for above mentioned courses, supplement common core math curricular development, and Language Arts materials to support increased mastery in grade level Language Arts. Additional amounts, as well, to support teacher efficacy and leadership via stipends and EH to create PLC devoted to co-leadership, lesson plan development, assessment alignment, and school wide portfolio work aligned to Common Core, and ongoing grade disaggregation.

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 = 0**

#### 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)

**1% Title I Parent Set Aside:**

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.

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

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards =**

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:**

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

*How do you plan to use these funds?*

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

**Equity Grant =**

(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)

**QEIA Carryover =**

*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) =**

*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)
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"

<table>
<thead>
<tr>
<th></th>
<th>Social Worker</th>
<th>Nurse</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
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<td>.5</td>
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<td>Wellness Coordinator:</td>
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<tr>
<td>CHOW:</td>
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<td>6.0</td>
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<tr>
<td>IRF:</td>
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</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:
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 Leamer Advisory Committee (ELAC) |
| ✓ | Community Advisory Committee for Special Education Programs |
| ✓ | Other (list) AAPAC |
| ✓ | 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: 3/23/2016 |
| ✓ | 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: 3/23/2016 |
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>Eric Guthertz</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Mark Lau</td>
<td>Parent-Chair</td>
<td></td>
</tr>
<tr>
<td>Traci Dauphin</td>
<td>Parent-Co-Chair</td>
<td></td>
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<tr>
<td>Tammy Radmer</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Hossein Koch</td>
<td>Teacher</td>
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<tr>
<td>Derlyn Tom</td>
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<tr>
<td>Tadd Scott</td>
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<tr>
<td>Andy Libson</td>
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<tr>
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<tr>
<td>Duncan Lau</td>
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