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 school wide (in every classroom, across all curricula), uniform, systematic and standards-based; 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 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... A Complex Thinker - Prepared for post-secondary endeavors: 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: Schoolwide 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.
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 Budgeting and Central Services 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. This document is designed to build on your plan from last year and makes changes where necessary.

*Transform Learning, Transform Lives* is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan *Transform Learning, Transform Lives*.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of *Transform Learning, Transform Lives*, 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 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
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

- All 2017-2018 Title I funds should be 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
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/rap/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

**Contents**

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document pre-populated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NCC College Data (high school only)** provides college attendance trends for high school graduates

**English Learner Report 2016-17**

(AAMO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AAMO 1) and Attaining English Proficiency (AAMO 2) for 2-years, and attendance.

**CORE SQLI Reports for 15-16**

(SQLI Performance, definitions and thresholds)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions.
- SQLI thresholds for each metric
- Powerpoint related to the new “growth” measure

**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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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. WASC Ch.2</td>
<td>Increase this score by at least 15% this year (16/17). Revamp and Revitalize our Portfolio program.</td>
<td>Teachers deepened their efficacy around ELA-SBAC, the ELA department chose this as their area of PD and focus. Classroom walkthroughs showed an increase in student engagement with high level texts and focused on relevant and real world writing tasks and performance.</td>
</tr>
</tbody>
</table>

**Mission students struggle to reach proficiency on ELA SBAC as evidenced by our 29% summative score. This has been an area of focus all year (16/17).**

**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>We do not have an Academic RTI Facilitator but we do offer LA support classes (expository writing) for students with an emphasis on transitioning EL students and other students that need additional support for literary/textual analysis and college ready writing tasks.</td>
<td>Increase performance on SBAC for African-American, Latino, and EL students by 10-15%.</td>
<td>Increased time on task (attendance), access to tutoring, one on one support, teacher collaboration.</td>
</tr>
</tbody>
</table>

**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?

<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>See Above</td>
<td>Increase performance on SBAC for African-American, Latino, and EL students by 10-15%.</td>
<td></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>Increase this score by at least 15% this year (16/17). Revamp and Revitalize our Portfolio program.</td>
<td>Teachers deepened their efficacy around Math-SBAC, the Math department chose this as their area of PD and focus. Classroom walkthroughs showed an increase in student engagement with high level collaborative and relevant performance tasks.</td>
</tr>
</tbody>
</table>

Mission students struggled as well in math on the SBAC with a proficiency rate of only 10%. Portfolios and other authentic alternative assessments tell a very different story but still we need to do better on SBAC.

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**Academic Tier Two**—What intervention strategies will you use to serve students who need additional support to be successful in the core academic 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 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>
</table>

---

**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><strong>WASC Ch.2</strong></td>
<td>To meet our targeted AAMO 1 and 2 for 17/18</td>
<td>Increased time on task (attendance), access to tutoring, one on one support, teacher collaboration. Increased focus on school wide portfolios for alternative, authentic assessment is critical.</td>
</tr>
</tbody>
</table>

See Above and **WASC Ch.2**

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**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><strong>WASC Ch.2</strong></td>
<td>To meet our targeted AAMO 1 and 2 for 17/18</td>
<td>Continue to offer smaller class size in our Newcomer pathway. Continue to offer a fully dedicated NX Counselor, and to build on existing supports for NX students including our range of ASP offerings targeted for NX students. NX/EL Team will participate in district sponsored Writing is Thinking PD and utilize the learning in each classroom and across the school. Increase embedded instructional coaching to support teacher with EL students in NX and general ed.</td>
</tr>
</tbody>
</table>

This past year (15/16) saw a decrease in our AAMO 1 and 2 but a slight increase in our redesignation rates. We have also seen an increase in the number of SIFE students at MHS. We did see though a higher GPA, grad rate and college acceptance rate for our EL students than the district average.
**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. WASC Ch.2</td>
<td>Continue building teacher efficacy with the new NGSS through PD, collaboration, and lots of in class practice.</td>
<td>Continue building and offering an array of relevant, NGSS based science courses (both elective and non-elective) such as AP Environmental Science, and Soil Science (CTE).</td>
</tr>
</tbody>
</table>

**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 increased 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. In addition, Mission will continue to build our efficacy in the area of career and its link to college. This will include increased academic access to CTE courses, increased internship opportunities, and a partnership with JVS to make sure that students thinking of the trades and other career areas are supported during the school year. We are adding a Trades focused course and will partner with JVS counselors to make connections the various trades. We also will continue to build our career day programs that we offer</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. We will increase the number of students accessing CTE/Pathway courses, Dual Enrollment courses, and the new Evening School Transitional Studies courses. Note that our grad rates have increased from 67% in 2009 to 82% currently and our drop-out rates have dropped from 16% to 7%. This holds true for all targeted groups. African-American students at Mission have a much higher rate of graduation, 89% (18% higher than the district average) but we still must continue focusing on decreased drop-out rates for all groups.</td>
<td>One major shift for us will be to consider more deeply the career side of College and Career. As a school focused on anti-racist teaching and non-tracking, there has been a fear of moving back to the old models of ROP/CTE and we need to make sure that we can offer access to both for all students while replicating the old tracking systems that we have spent years getting rid of.</td>
</tr>
</tbody>
</table>

**Strategy 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?

Mission has a distinct and intense focus on Professional Development with roughly 6 hours of teacher collaboration/PD built into the weekly schedule. 1. Week long, full day PD for all faculty prior to the opening of school beginning on that Monday. In addition to the full week for teachers, we will include paras for one - two days of this week to include them in the PD structure. 2. PLC model for all teachers in which they choose an area of focus based on Teaching and Learning and work collaboratively via PD at least twice weekly built into the teachers daily schedule. 3. Bi-weekly all faculty PD for the entire year. 4. Focus on QTEA-District opportunities for all teachers based on subject area, interest, etc. For example, science teachers working with district TSA support on NGSS throughout the year. 5. Twice-weekly Department PD/Collaboration including weekly Teach-Alikes. 6. Teacher-Coaching and new teacher support with a .8 FTE funded Teacher/Coach

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master schedule supports this model of embedded PD. Create PLC groupings and support with resources Create new teacher support groups Utilize QTEA opportunities</td>
<td>General funds for the coaching position as the district has cut this funding for us. Prop A hours Stipends and Extended Hours from TIIG and General Site funded sub days</td>
</tr>
</tbody>
</table>

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 (RTII) 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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>Mission continues to offer a full inclusion model with very little stand alone SDC courses. Mission also offers a yearly Ability Awareness Club which runs our Ability Awareness month of activities culminating in a Whole School celebration/Assembly. Mission’s drop-out rate for SPED students is significantly lower than district average.</td>
<td>Continue to increase access to core curriculum/mainstream for students with disabilities.</td>
<td>Co-Facilitation model and ongoing PD for all paras. This will be a challenge if we must consolidate 2 SPED teachers and 7 paras in 17/18.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>While student engagement in the classroom has increased to some extent through our Instructional Rounds POP, it is clear that student attendance is an area of need for our school as we have a high rate of student absences which we MUST decrease.</td>
<td>Increase daily attendance for all grade levels by at least 10%</td>
<td></td>
</tr>
</tbody>
</table>
School Climate

While students report an 80% positive sense of the Learning Environment they are less positive around Discipline and Rules (60%) and Sense of Belonging (66%).

Increase students sense of belonging by at least 10% and and understanding and agreement with Discipline and Rules by at least 10%.

Use of School Climate Committee made up of students, families, and staff. Continue building our RTIIRP models with focus on peer mediation and our school wide plan of Respect, Responsibility, and Safety. Focus on student voice through Student Advisory Council, Youth Leadership, and various student surveys. Building our What Works club which is a homegrown version of Instructional Rounds.

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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>Increasing African-American, Latino, and Newcomer representation in school governance (SSC) beyond ELAC and AAPAC. Increasing student participation in SSC and PTSA</td>
<td>Increased access to translation in at least 3 languages at all meeting. Utilize parent and student surveys to drive growth at a range of meetings. Create and embed areas of interest, such as financial literacy and other community focus areas into our current schedule of meetings for families.</td>
</tr>
<tr>
<td><strong>Who you are reaching/missing (And how you know...)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</strong></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. Given the above, parents report that there are many avenues for engagement and many referrals for community resources but that we do need to continue making sure that African-American and Latino families and Newcomer families are a focal area and priority. In addition, we have begun to build student voice into our parent-school-community culture and need to continue growing this as well.
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 = $13,250

Funds to be used for additional instructional materials to support student IEP needs and various modification and accommodation strategies.

Select the Bryk 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 = $166,432

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

Primarily for staffing to support smaller cohorts (class size reduction) in NX Pathway, provide additional assistance to NX students with dedicated counselor. And provide additional instructional materials to support EL student access to the core curriculum and scaffold learning support. In addition to funding staffing as above we are allocating the following amounts in the below described object codes: -4310 (Instructional Materials): $15,000.00 to support differentiated and appropriate instruction for EL students in both NX Pathway and general ed. -4313 (supplies): $5,101.29-1105 (Certificated Hourly): $7,832.08 to support teacher PD and teacher developed PD's/trainings for whole faculty. -5811(Field Trips): $5,000.00 for experiential learning opportunities for EL students

Select the Bryk 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 = $153,731

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

Primarily focused on staffing; 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. In addition to the above we are allocating the following amounts in the below described object codes. -4310 (Instructional Materials): $5,533.28 to support differentiated instruction and instructional access from an Anti-Racist Teaching perspective for LI students. -4313 (Supplies): $1,999.49-1105 (Certificated Hourly): $5,000.00 teacher PD and teacher developed PD and data inquiry work to support LI and struggling students.

Select the Bryk 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 = $27,000

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?

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

Select the Bryk 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 (TIIG) 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 dis aggregation.

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** = (31500)

**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**

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)

**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>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td>1.0</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</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:**

1. One counselor funded to oversee our entire college and career center including a deeper emphasis on the career aspect of this center. 2. Leverage our partnerships through Wellness Center to create a school-wide implementation plan for Mindfulness as a key driver of student and teacher wellness.
## SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list) 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 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 10/11/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 10/11/2017
<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>
</tr>
<tr>
<td>Tammy Radmer</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Tadd Scott</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dan Wagner</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Virginia Reyes</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Linda Jordan</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Duncan Lau</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Damaris Bonner</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Alexis Moore</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Andy Libson</td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>