

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Aptos Middle School
Principal	Nicole Trickett

SCHOOL VISION & CONTEXT

WHO WE ARE: Founded in 1931, Aptos Middle School ("The Tiger's Lair") is a comprehensive secondary school comprising grades 6-8 serving approximately 1,000 students who hail from across a diversity of backgrounds and zip codes, with approximately 50% of our student enrollment represented by our elementary feeder schools: Jose Ortega, Starr King, Commodore Sloat, and Dianne Feinstein. Our core mission is that every day, we provide each and every student the quality instruction and equitable support required to thrive in the 21st century. Our vision is to ensure that each and every student discovers a sense of purpose and value in life in order to meaningfully contribute to the future betterment of global society. This will only be accomplished through ensuring that each and every student graduates with the knowledge, skills, and abilities essential for college, career, and civic readiness. **AREAS OF SUCCESS & STRENGTH:** Our greatest strength is our holistic approach to teaching and learning as epitomized by our "Tiger Style" core values of teamwork, integrity, grit, empathy, and responsibility which, are ubiquitous throughout our school culture and climate. Our Aptos staff and faculty professional growth plan will be focused on brain development, culturally responsive pedagogy, and improvement science. In addition, Aptos has been selected to participate in the Jerry Rosenstein Arts Project (JRAP) which seeks to provide San Francisco city youth (grades 6-8) and their teachers better access to performing arts instruction with the goal of increasing students' creativity, resilience and self-confidence. We are also committed to continuing our work around National Board principles, grounding ourselves in the highest level of teaching and learning standards, as well as inquiry-based learning frameworks. All of these efforts will be instrumental in making progress towards realizing the goals for our students as outlined in SFUSD's Vision 2025 Graduate Profile. **AREAS OF CHALLENGE:** Our greatest challenge is the ongoing work of identifying and implementing the most effective approaches to closing the achievement and opportunity gap for our students of African-American and diverse Black ancestry as well as our students of Latinx identity, English Learners, and students with disabilities, all of whom continue to experience less educational successes than their counterpart groups. **SCHOOLWIDE PRIORITIES / KEY STRATEGIES:** 1) Literacy Across Content - Students will be able to independently a. comprehend and evaluate complex texts across disciplines b. construct arguments and convey information 2) Social Emotional - Students will be able to independently a. understand and manage emotions b. make responsible decisions 3) Focal Students a. African Americans b. English Language Learners c. Special Education Students **Literacy Across Content Goal:** If we focus on building students' independent language and literacy skills in every classroom using integrated ELD, content specific signature strategies, and culturally responsive pedagogy then all students will level up in one claim area on the SBAC ELA and Math. **Social Emotional Goal:** If Focus on building students' abilities to independently manage their emotions to make responsible decisions using PBIS, restorative practices, school-wide Advisory, and team decision making then students will report feeling safer at school and we will decrease our suspension rates.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (*For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?*)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

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

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

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####_Mid-Year_Summary_2017-18**". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> ▪ Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> ▪ College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

AFRICAN AMERICAN On the 2017-18 SBAC for ELA, the percent of all Aptos students of African American identification meeting or exceeding standard was 13.4% (decrease from 24% in 2016-17). In analyzing the data further, we found the following percents of students of African American identification scoring below standard in the specific claim areas: Reading - 72% Writing - 60% Listening - 54% Research/Inquiry - 52% ENGLISH LEARNER On the 2017-18 SBAC for ELA, the percent of all Aptos students of English Learner identification meeting or exceeding standard was 11.9% (increase from 8.4% in 2016-17). In analyzing the data further, we found the following percents of students of English Learner identification scoring below standard in the specific claim areas: Reading - 57% Writing - 50% Listening - 41% Research/Inquiry - 34% SPECIAL EDUCATION On the 2017-18 SBAC for ELA, the percent of all Aptos students with disabilities meeting or exceeding standard was 12.8% (decrease from 16.4% in 2016-17). In analyzing the data further, we found the following percents of students with disabilities scoring below standard in the specific claim areas: Reading - 67% Writing - 64% Listening - 52% Research/Inquiry - 49% Based on this data, our primary academic schoolwide priority is literacy across content. It is imperative we focus on building all of our students' language and literacy skills but in particular the reading levels of our focal student populations. Literacy Across Content Goal: If we focus on building students' independent language and literacy skills in every classroom using integrated ELD, content specific signature strategies, and culturally responsive pedagogy then all students will level up in one claim area on the SBAC ELA and Math.

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

Analysis of Results Language Arts-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
On the 2017-18 SBAC for ELA, the percent of all Aptos students meeting or exceeding standard was 60.1% (increase from 58.9% in 2016-17). In analyzing the data further, we found the following percents of students scoring below standard in the specific claim areas: Reading - 27% Writing - 22% Listening - 17% Research/Inquiry - 15%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in ELA.	Alignment to the Strategic Plan: Transform Learning. Transform Lives: The Instructional Core & The Dimensions of Teaching & Learning: Our students should have a rich and rigorous school experience and be able to demonstrate and describe their learning. The three dimensions of high quality instruction include: "Agency, Authority and Identity": The extent to which students have opportunities to conjecture, explain, make arguments and build on one another's ideas in ways that 20 contribute to their development of agency (the capacity and willingness to engage academically) and authority (having command of the content), resulting in positive identities as sense-	

	<p>makers, problem solvers and creators of ideas. "Access to Content": The extent to which classroom activity structures, scaffolds (when appropriate), and opportunities for extension provide equitable access to and invite and support all students to develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. Scaffolding, when provided, does not lower the cognitive demand or the grade level expectations, allowing all students to experience the complexity of the task. The rigor involved in the learning experience promotes depth of knowledge and attention to accuracy and detail. "Use of Assessments": The extent to which the teacher solicits student thinking and subsequent instruction responds to those ideas, by building on productive beginnings or addressing emerging misunderstandings. High quality instruction "meets students where they are" and gives them opportunities to move forward. Key Indicators of Successful Implementation: Strategies In Action - Schools: 1) 100% of administrators will be knowledgeable about the ELA PK-12 Core Curriculum and its components (e.g., scope & sequence) and tools (e.g., curriculum maps, unit, and lesson plans). 2) 100% of ELA teachers will use the SFUSD ELA PK-12 Core Curriculum Scope and Sequence with identified Student Learning Outcomes & embedded CCSS shifts to create grade level (collaborative) curriculum maps, units, and lesson plans. Evidence of Instructional Practices: 1) Administrators are knowledgeable about the SFUSD ELA PK-12 Core Curriculum and its components (e.g., scope & sequence) and tools (e.g., curriculum maps, unit, and lesson plans). 2) Administrators will ensure regular PD time for teachers to collaborate on curriculum maps (creating and revising) and examination of student work (minimum 2 hours monthly). 3) Administrators will be knowledgeable about SFUSD's Comprehensive Approach to Literacy. 4) Site will participate in the district-wide Integrated Writing Assessment (IWA). 5) Site will use Fountas & Pinnell (F&P) Foundational Skills & Benchmark Assessment System and Reading Inventory (RI) as the universal screening assessments.</p>	<p>Strategies In Action - Classrooms: 100% of ELA teachers will use the SFUSD ELA PK-12 Core Curriculum Scope and Sequence to guide classroom instruction. 100% of ELA teachers will embed the CCSS shifts into grade level (collaborative) curriculum maps, unit and lesson plans. Evidence of Instructional Shifts and Supports: 1) Teachers will regularly and collaboratively design, implement, and revise curriculum maps for all spirals in all grade levels using the SFUSD ELA PK-12 Core Curriculum with embedded CCSS. 2) Teachers in Biliteracy and Dual Language Immersion Pathways will use the SFUSD ELA PK-12 Core Curriculum's Scope and Sequence with amplification of target language. 3) Teachers will design and implement unit and lesson plans for each spiral based on curriculum maps that address the instructional shifts called for by the CCSS: Writing to/from Sources, Close Reading, Academic Conversations, and Opinion/Argument Writing. 4) Teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model for all student needs, including English Language Learners and students with IEPs. 5) Teachers will implement SFUSD's Comprehensive Approach to Literacy. 6) Teachers will frequently and collaboratively analyze student work that shows evidence of the instructional shifts called for by the CCSS, such as Writing to and from Sources, and use this student work as formative assessment data to determine next instructional steps.</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?

AFRICAN AMERICAN On the 2017-18 SBAC for ELA, the percent of all Aptos students of African American identification meeting or exceeding standard was 13.4% (decrease from 24% in 2016-17). In analyzing the data further, we found the following percents of students of African American identification scoring below standard in the specific claim areas: Reading - 72% Writing - 60% Listening - 54% Research/Inquiry - 52%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in ELA. Additionally, we want to increase the percentage of our students of African American identification meeting or exceeding standard to 25%.	Refer to aforementioned "Academic Tier One - Instructional Shifts and Supports". Additional Supports: 1) Culturally responsive pedagogy and instructional resources 2) Literacy mentoring 3) Departmental PDSAs 4) Focal student data analysis
ENGLISH LEARNER On the 2017-18 SBAC for ELA, the percent of all Aptos students of English Learner identification meeting or exceeding standard was 11.9% (increase from 8.4% in 2016-17). In analyzing the data further, we found the following percents of students of English Learner identification scoring below standard in the specific claim areas: Reading - 57% Writing - 50% Listening - 41% Research/Inquiry - 34%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in ELA. Additionally, we want to increase the percentage of our students of English Learner identification meeting or exceeding standard to 20%.	Refer to aforementioned "Academic Tier One - Instructional Shifts and Supports". Additional Supports: 1) Culturally responsive pedagogy and instructional resources 2) Literacy mentoring 3) Departmental PDSAs 4) Focal student data analysis
SPECIAL EDUCATION On the 2017-18 SBAC for ELA, the percent of all Aptos students with disabilities meeting or exceeding standard was 12.8% (decrease from 16.4% in 2016-17). In analyzing the data further, we found the following percents of students with disabilities scoring below standard in the specific claim areas: Reading - 67% Writing - 64% Listening - 52% Research/Inquiry - 49%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in ELA. Additionally, we want to increase the percentage of our students with disabilities meeting or exceeding standard to 20%.	Refer to aforementioned "Academic Tier One - Instructional Shifts and Supports". Additional Supports: 1) Culturally responsive pedagogy and instructional resources 2) Literacy mentoring 3) Departmental PDSAs 4) Focal student data analysis

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

AFRICAN AMERICAN On the 2017-18 SBAC for Math, the percent of all Aptos students of African American identification meeting or exceeding standard was 10.6% (decrease from 14.9% in 2016-17). In analyzing the data further, we found the following percents of students of African American identification scoring below standard in the specific claim areas: Concepts & Procedures - 80% Problem Solving & Modeling/Data Analysis - 70% Communicating Reasoning - 67% ENGLISH LEARNER On the 2017-18 SBAC for Math, the percent of all Aptos students of English Learner identification meeting or exceeding standard was 32.8% (increase from 24.5% in 2016-17). In analyzing the data further, we found the following percents of students of English Learner identification scoring below standard in the specific claim areas: Concepts & Procedures - 54% Problem Solving & Modeling/Data Analysis - 50% Communicating Reasoning - 44% SPECIAL EDUCATION On the 2017-18 SBAC for Math, the percent of all Aptos students with disabilities meeting or exceeding standard was 10.3% (decrease from 14% in 2016-17). In analyzing the data further, we found the following percents of students with disabilities scoring below standard in the specific claim areas: Concepts & Procedures - 78% Problem Solving & Modeling/Data Analysis - 71% Communicating Reasoning - 64% Based on this data, our primary academic schoolwide priority is literacy across content. It is imperative we focus on building all of our students' language and literacy skills, particularly for our focal student groups so that they build their confidence and increase their access to mathematical content. Literacy Across Content Goal: If we focus on building students' independent language and literacy skills in every classroom using integrated ELD, content specific signature strategies, and culturally responsive pedagogy then all students will level up in one claim area on the SBAC ELA and Math.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
On the 2017-18 SBAC for Math, the percent of all Aptos students meeting or exceeding standard was 56.2% (increase from 53.4% in 2016-17). In analyzing the data further, we found the following percents of students scoring below standard in the specific claim areas: Concepts & Procedures - 30% Problem Solving & Modeling/Data Analysis - 28% Communicating Reasoning - 23%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in Math.	Alignment to the Strategic Plan: Transform Learning. Transform Lives: The Instructional Core & The Dimensions of Teaching & Learning: Our students should have a rich and rigorous school experience and be able to demonstrate and describe their learning. The three dimensions of high quality instruction include: "Agency, Authority and Identity": The extent to which students have opportunities to conjecture, explain, make arguments and build on one another's ideas in ways that contribute to their development of agency (the capacity to act and influence)	

capacity and willingness to engage academically) and authority (having command of the content), resulting in positive identities as sense-makers, problem solvers and creators of ideas. "Access to Content": The extent to which classroom activity structures, scaffolds (when appropriate), and opportunities for extension provide equitable access to and invite and support all students to develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. Scaffolding, when provided, does not lower the cognitive demand or the grade level expectations, allowing all students to experience the complexity of the task. The rigor involved in the learning experience promotes depth of knowledge and attention to accuracy and detail. "Use of Assessments": The extent to which the teacher solicits student thinking and subsequent instruction responds to those ideas, by building on productive beginnings or addressing emerging misunderstandings. High quality instruction "meets students where they are" and gives them opportunities to move forward. Key Indicators of Successful Implementation: Strategies In Action - Schools: In order for school change to be meaningful, it must be owned by the practitioners closest to the students themselves. Therefore, the teacher leader model is designed to hold the sustained and ongoing work of building teacher communities that engage deeply with the content and practice standards. Those teacher leaders, in teams, will build their own content knowledge and their own capacity as leaders, while supporting the learning of their peers. In addition, there are multiple opportunities for teachers to collaborate across school communities and across grades. The professional development and other support that Teacher Leaders and sites receive from the C&I Mathematics Department are based on these three goals, that hold true for both central and site-based professional development. Goal 1: Plan using the new SFUSD Math Core Curriculum. 1) Meet as a course or grade-level team at the start of each new unit to discuss the Big Idea, Unit Objectives, Unit Description, Content Standards, and Progression. 2) Develop lesson plans based on the SFUSD Scope and Sequence, Core Curriculum units, and Mathematics Teaching Toolkit. 3) Do the math tasks together as a means to better understand the mathematics, as well as to anticipate student strengths and misconceptions. Goal 2: Promote student discourse and reasoning.

Strategies In Action - Classrooms: 1) 100% of Math teachers will use the SFUSD PK-12 Math Core Curriculum Scope and Sequence to guide classroom instruction. The SFUSD PK - 12 Math Core is designed to address the shifts inherent to the Common Core, with a balanced approach to mathematics that includes conceptual understanding, problem-solving, and procedural fluency, that offers every student opportunities to engage in meaningful, rigorous mathematics. 2) 100% of Math teachers will use the architecture of the SFUSD PK-12 Math Core Curriculum, which is built upon rich math tasks. A rich math task takes time to solve and lends itself to collaboration and multiple perspectives. Robust use of these tasks creates the context in which students build multiple representations and communicate their reasoning.

		STUDENT DISCOURSE AND REASONING 1) Provide opportunities for all students to collaborate on the math tasks in the Core 21 Curriculum units. 2) Allow students to struggle with problems productively and construct mathematical ideas with their peers. 3) Use strategies described in the Core Curriculum units and Mathematics Teaching Toolkit that promote the Standards for Mathematical Practice. Goal 3: Collaborate regularly with peers to build a professional learning community. 1) Meet regularly with grade-level colleagues to work toward understanding of the CCSS-M content and practice standards and to plan collaboratively. 2) Meet as a site throughout the year to analyze student work, identify common mathematical understanding and misconceptions, and reflect upon strategies to address them. 3) Promote collaborative discussion around formative assessment using student work from the Core Curriculum math tasks and Interim District Assessments (IDAs). Formative assessment focuses on re-engagement versus reteaching.	
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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?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
AFRICAN AMERICAN On the 2017-18 SBAC for Math, the percent of all Aptos students of African American identification meeting or exceeding standard was 10.6% (decrease from 14.9% in 2016-17). In analyzing the data further, we found the following percents of students of African American identification scoring below standard in the specific claim areas: Concepts & Procedures - 80% Problem Solving & Modeling/Data Analysis - 70% Communicating Reasoning - 67%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in Math. Additionally, we want to increase the percentage of our students of African American identification meeting or exceeding standard to 20%.	Refer to aforementioned "Academic Tier One - Instructional Shifts and Supports". Additional Supports: 1) Culturally responsive pedagogy and instructional resources 2) Peer mentoring 3) Departmental PDSAs 4) Focal student data analysis
ENGLISH LEARNER On the 2017-18 SBAC for Math, the percent of all Aptos students of English Learner identification meeting or exceeding standard was 32.8% (increase from 24.5% in 2016-17). In analyzing the data further, we found the following percents of students of English Learner identification scoring below standard in the specific claim areas: Concepts & Procedures - 54% Problem Solving & Modeling/Data Analysis - 50% Communicating Reasoning - 44%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in Math. Additionally, we want to increase the percentage of our students of English Learner identification meeting or exceeding standard to 40%.	Refer to aforementioned "Academic Tier One - Instructional Shifts and Supports". Additional Supports: 1) Culturally responsive pedagogy and instructional resources 2) Peer mentoring 3) Departmental PDSAs 4) Focal student data analysis
SPECIAL EDUCATION On the 2017-18 SBAC for Math, the percent of all Aptos students with disabilities meeting or exceeding standard was 10.3% (decrease from 14% in 2016-17). In analyzing the data further, we found the following percents of students with disabilities scoring below standard in the specific claim areas: Concepts & Procedures - 78% Problem Solving & Modeling/Data Analysis - 71% Communicating Reasoning - 64%	Based on the analysis of the results, our performance goal for all Aptos students is to level up in one claim area in Math. Additionally, we want to increase the percentage of our students with disabilities meeting or exceeding standard to 20%.	Refer to aforementioned "Academic Tier One - Instructional Shifts and Supports". Additional Supports: 1) Culturally responsive pedagogy and instructional resources 2) Peer mentoring 3) Departmental PDSAs 4) Focal student data analysis

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
<p>All Aptos students are enrolled in science courses by grade-level, and students receive instruction daily by credentialed teachers. The Middle School Science Core Curriculum is aligned with the Next Generation Science Standards (NGSS) and embraces the strengths of project-based learning as an effective instructional model. The curriculum was designed to reflect the NGSS preferred integrated progression for middle school, in which the performance expectations for Life Science, Earth and Space Science, Physical Science and Engineering Design are integrated throughout grades six, seven, and eight. In addition to being project-based, the curriculum utilizes a 5E Instructional Model in which teaching and learning proceeds through five different stages: Engage, Explore, Explain, Elaborate, and Evaluate. Using the 5E instructional model allows students to access their prior knowledge and to connect past learning experiences to the present. Students have the opportunity to ask questions and define problems about the natural and designed world, design investigations in which they collect and analyze trends and patterns in their data, develop models of physical phenomena and communicate their findings from their investigations. This course emphasizes the use of evidence-based reasoning for scientific explanations and engineering solutions in order to communicate recommendations to address real world problems.</p> <p>During the 2017-18 school year, all 6th grade science teachers have been implementing the NGSS-aligned core curriculum. While curriculum development continues, both the 7th and 8th grade science teachers have been piloting revisions of the core curriculum in preparation for the full transition in 2018-19. As measured by the Spring 2018 Grades Summary, 53.4% of all Aptos students received an 'A' for their semester report card grades in science, while 9.3% received a 'D' or 'F' for their semester report card grades in science. There was some discrepancy across all three grade levels. 6th Grade - 57.9% (As) & 4.7% (Ds or Fs) 7th Grade - 49.8% (As) & 10.7% (Ds or Fs) 8th Grade - 52.7% (As) & 12.2% (Ds or Fs)</p> <p>More noteworthy is that only 19.8% of all Aptos students of African American identification received an 'A' for their semester report card grades in science, while 27.6% received a 'D' or 'F' for their semester report card grades in science. Similarly, only 33% of all Aptos students of English Learner identification received an 'A' for their semester report card grades in science, while 14.2% received a 'D' or 'F' for their semester report card grades in science. Lastly, only 30.4% of all Aptos students with disabilities received an 'A' for their semester report card grades in science, while 18.4% received a 'D' or 'F' for their semester report card grades in science.</p>	<p>Based on the analysis of the results, our targets and performance goal is that 75%+ of our students earn an A or a B in Science, based on mastery of the Next Generation Science Standards.</p>	<p>1) Provide school wide professional development and collaboration within and across content areas to support the effective implementation of Integrated English Language Development (I-ELD) strategies, critical reading strategies. 2) Provide school wide professional development around special education supports and services (how to read an IEP-at-a-glance; 12-Grid adaptation tool; modifying assignments) 3) Use identifying Focal Students as a strategy and means to inform instructional practices. Provide designated teacher release time by grade and/or content for collaboration to adjust timing or pacing of instruction; adapt the content; adjust the type of support; identify and/or revise assessment or expectations (e.g. create rubrics) and/or collect examples versus non examples of student work.</p>

ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
At the beginning of the 2018-2019 school year, Aptos had a total of 179 students of English Learner identification. 74.3% of these students were considered Long-Term English Learners. Of our 179 students, 124 students scored an overall 3 or 4 on the ELPAC but only 66 students met the additional criteria to be recently reclassified. Many of our students struggle to meet the basic skills requirements (RI or ELA SBAC) needed for reclassification.	Based on the analysis of the results, our performance goal is to increase the percent of all Aptos students of English Learner identification who will meet the basic skills requirements (RI or ELA SBAC) needed for reclassification and see our reclassification rate increase by 10%. 100% of English Learners receive instruction in English Language Development for a minimum additional class period at the secondary level following SFUSD's EL Placement Guidelines for Designated ELD placement. 100% of English Learners are provided support for academic language development in core content courses (Integrated ELD). 100% of students receive specialized instructional support to ensure that they develop academic language within the SFUSD's language pathway, as well as have full access to the SFUSD Core Curriculum across all content areas. Students interact in meaningful ways using the modes of communication while learning about how English works using the Designated ELD Framework.	

Strategies in Action - Classrooms: Teachers use the CA ELD Standards in tandem with SFUSD's Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework). Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular collaborative conversations as the key drivers to access and master core, grade-level 24 academic content.

Essential Features of Designated and Integrated ELD Instruction From the California ELA/ELD Framework:

- 1) Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
- 2) Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
- 3) Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central.
- 4) Opportunities for listening or viewing and speaking or signing:** are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
- 5) Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
- 6) Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic and text type. This includes attention to the discourse practices, text organizational, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
- 7) Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
- 8) Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
- 9) Clear Lesson and Language Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content and ELD standards.
- 10) Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Over correction or arbitrary corrective feedback is avoided.
- 11) Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
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There was not a dedicated Health class at Aptos Middle School during the 2017-18 school year. Instead we incorporated many health lessons into our Advisory Program while other lessons were taught in our Science classrooms.	This year, 100% of 6th grade students will receive health education instruction from a highly-qualified credentialed health science teacher during a 6-week PE rotation. Our 7th and 8th grade students will continue to receive health lessons through Advisory and Science.	Coordination amongst our PE teachers to make 6-week rotations work: 1. Students remain with their first assigned teachers for 12-weeks (two hexamesters) to build classroom culture and climate within context of physical education. 2. Students rotate four times throughout the school year into different physical education projects/units designed by teachers. 3. 100% of 6th grade students will receive health education instruction from a highly-qualified credentialed health science teacher (Derleth/Yu). 4. The health science curriculum is 9-weeks long; since we are only able to offer 6-weeks of instruction, the remaining 3-weeks of content will be embedded into the school-wide advisory program. 5. "Gamify" each hexamester by having each class ("team") collect points towards a 6-week health and wellness goal using ClassDojo or another app-based technology. Celebrations at the end of each hexamester and the conclusion of the school year. 6. All grades and attendance would be aligned to hexamesters.
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VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
A balanced, comprehensive arts program is one in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the Core Curriculum. Students will master the standards of an arts discipline grouped under the following strands: Artistic perception: students will process, analyze, and respond to sensory information through the use of the language and skills unique to dance, music, theater, and visual arts Creative expression: students will create a work, performing and participating in the arts disciplines, and apply processes and skills in creating and performing a work and use a variety of means to communicate meaning and intent in their own original formal and informal works. Historical and cultural context: students will understand historical and cultural contributions of an arts discipline, and analyze roles, functions, and human diversity as it relates to the discipline. Aesthetic valuing: students will analyze and critique works of dance, music, theater, and the visual arts, and also critically assess and derive meaning from the work of a discipline, including their own, based on the elements of an arts discipline, aesthetic qualities, and human responses. Connections and applications: students will apply what is learned in one arts discipline and compare it to learning in other arts, other subject areas, and careers. Students will develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning.	100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to arts and music programs. Those interactive content areas that emphasize process over product will increase student achievement, critical thinking skills, and self worth. 100% of all students will know how to integrate creative problem solving into their work and how to approach problems and challenges creatively and from multiple perspectives.	Strategies in Action – Schools: Aptos has been selected to participate in the Jerry Rosenstein Arts Project (JRAP) which seeks to provide San Francisco city youth (grades 6-8) and their teachers better access to performing arts instruction with the goal of increasing students' creativity, resilience and self-confidence. Designate an Arts Coordinator, preferably a teacher, who serves as the primary liaison to the VAPA Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and VAPA Supervisors. Administrators will facilitate collaboration between classroom teachers, VAPA teachers, and artists in residence, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with VAPA Supervisors. Classroom teachers will not deny students access to VAPA classes for disciplinary reasons or remedial pull out programs. Arts and music are included in the definition of a "well-rounded education". VAPA teachers will use the California Visual and Performing Arts Framework for Kindergarten through Grade Twelve to identify specific learning outcomes. VAPA teachers from all arts disciplines in Kindergarten through Grade Twelve will plan student learning outcomes in alignment with the California Visual and Performing Arts Framework in five areas: Artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections and applications.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support
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Education program.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	will be required to achieve these goals?
All Aptos students are enrolled in physical education courses by grade-level, and students receive instruction daily by credentialed teachers. Physical education is an integral part of the overall educational program and provides one of few opportunities for all students to gain the skills, knowledge, and confidence necessary to become physically active individuals.	Strategies in Action – Students: 1) 100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. 2) Students will work towards mastering the CA Physical Education Standards. 3) Students will have multiple opportunities to participate in inclusive physical activities; Special Olympics, intramural programming, physical activities during lunch and athletic teams.	Strategies in Action – Schools: 1) Designate a PE Site Coordinator who serves as the primary liaison to the PE Department and to provide leadership and direction at the school in partnership with the Principal, teachers, parents, staff, and PE Supervisors. 2) Facilitate collaboration between classroom teachers, PE teachers, for thoughtful planning, implementation and assessment of curriculum and instruction, in partnership with PE Supervisors. 3) Design a master schedule that reflect students receive required physical education instructional minutes (grades 6 - 12 = 400 minutes every 10 school days). Master schedules will be designed to ensure age-appropriate, developmentally appropriate, and sequential physical education courses are provided for all students. 4) Make every effort to participate in multiple activities that encourage and increase the amount of time a student is learning lifelong fitness skills; i.e., Special Olympics, Inclusive Schools Week Physical Education and Activities, Intramural programming, recess activities that encourage PA, after school programming that ensures students are physically active daily for a minimum of 30 minutes. Strategies in Action – Classrooms: 1) An age-appropriate, developmental appropriate and sequential physical education program is vital for overall success of students physical, and mental development. 2) Classroom teachers will not deny students access to physical education classes or lunch for disciplinary reasons or remedial pull out programs. 3) Teachers will use the California Physical Education Model Standards for Kindergarten through Grade Twelve. 4) Teachers and administration will ensure all students receive mandated physical education minutes; Grade 6 - 12 receive 400 minutes every 10 school days. 5) Teachers and administrators will ensure all students receive instruction from a credentialed physical education teacher 6) Teachers will make every effort to provide opportunities for students to participate in SFUSD Special Olympics events. These events will include special education and general education students.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
	Based on the analysis of the results, our targets and performance goal is that 75%+ of our students earn an A or a B in Social Science.	

<p>SOCIAL SCIENCE As measured by the Spring 2018 Grades Summary, 51.9% of all Aptos students received an 'A' for their semester report card grades in social science, while 9.3% received a 'D' or 'F' for their semester report card grades in social science. There was minimal discrepancy across all three grade levels. 6th Grade - 51.2% (As) & 8.3% (Ds or Fs) 7th Grade - 51.9% (As) & 9% (Ds or Fs) 8th Grade - 52.6% (As) & 10.5% (Ds or Fs) More noteworthy is that only 26% of all Aptos students of African American identification received an 'A' for their semester report card grades in social science, while 21.7% received a 'D' or 'F' for their semester report card grades in social science. Similarly, only 25.6% of all Aptos students of English Learner identification received an 'A' for their semester report card grades in social science, while 18.9% received a 'D' or 'F' for their semester report card grades in social science. Lastly, only 30% of all Aptos students with disabilities received an 'A' for their semester report card grades in social science, while 16.3% received a 'D' or 'F' for their semester report card grades in social science.</p>	<p>Full implementation of Ethnic Studies as 8th grade Social Studies course. Humanities Department Framework to strengthen implementation of integrated ELD and increase collaboration between ELA and Social Studies teachers. Integrate CA Historical and Social Sciences Analysis skills into teaching. Intellectual skills are to be learned through, and applied to, the content standards. Leverage school librarian to ensure we are using effective resources to teach content - culturally-relevant materials, local and global social science related issues, reliable research databases, etc. Teachers will implement a comprehensive approach to literacy which includes: a) the implementation of a workshop approach for the teaching of reading, writing, speaking & listening and language b) explicit strategy instruction c) opportunities for whole group, small group and individual learning Teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model.</p>
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COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) <small>WASC Ch.2</small>	What are your targets/ goals?	What shifts will be required to achieve these goals? <small>WASC Ch.5</small>
<p>In the 2018-19 school year, we offer four sections of AVID courses: AVID 7, AVID Excel 7, AVID 8, and AVID Excel 8. In addition to the high school and college readiness curricula through Advisory and workshops, students also experienced visiting local colleges and universities as a function of the coursework. In analyzing our data, we find that many of our students lack organizational skills, to include: prioritization and time management. Many of our students also lack note-taking and study skills. ALL STUDENTS On the 2017-18 CORE SQII High School Readiness report, 62.5% of students were high school ready (increase from 54% in 2016-17). AFRICAN AMERICAN On the 2017-18 CORE SQII High School Readiness report, 35% of students of African American identification were high school ready (increase from 15% in 2016-17). ENGLISH LEARNER On the 2017-18 CORE SQII High School Readiness report, 43% of students of English Learner identification were high school ready (increase from 39% in 2016-17). SPECIAL EDUCATION On the 2017-18 CORE SQII High School Readiness report, 42% of students with disabilities were high school ready (increase from 33% in 2016-17).</p>	<p>Goals: 1) To extend and embed AVID skills schoolwide in all classrooms (Critical reading strategies, Cornell Note-taking, AVID binders). 2) To increase the high school readiness rate of all Aptos students meeting or exceeding standards on the 2017-18 CORE SQII High School Readiness report - continue the upward trend of all our focal student groups.</p>	<p>PD focused on discovering, designing, developing, and delivering experiential learning opportunities for our students through a project-based learning framework. Collaborate with other SFUSD middle schools who are shifting their instructional practices towards project-based learning - participate in cross-school instructional rounds, co-plan professional learning experiences, and share strategies and resources. Reexamine professional development selections so that they reflect the appropriate commitment to AVID. Continue to host school-wide annual Career Day. College visits throughout school year organized by counseling team. Build alignment and coherence through advisory curriculum geared towards high school, college, and career readiness. Attendance incentives and interventions. Suspension diversion programs. 1:1 matching of students with mentors. High School Transition Team (made up of administration, counseling and wellness, and special education) provides targeted intervention for at-risk youth through close monitoring of 8th grade student progress - progress checks, student meetings, home visits, etc.</p>

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

n/a

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1)

leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

How will you structure site-based and district professional development/learning? Our Aptos staff and faculty professional growth plan will be focused on brain development, culturally responsive pedagogy, and improvement science. In addition, Aptos has been selected to participate in the Jerry Rosenstein Arts Project (JRAP) which seeks to provide San Francisco city youth (grades 6-8) and their teachers better access to performing arts instruction with the goal of increasing students' creativity, resilience and self-confidence. We are also committed to continuing our work around National Board principles, grounding ourselves in the highest level of teaching and learning standards, as well as inquiry-based learning frameworks. All of these efforts will be instrumental in making progress towards realizing the goals for our students as outlined in SFUSD's Vision 2025 Graduate Profile. We must innovate to liberate! **SCHOOLWIDE PRIORITIES:** 1) Literacy Across Content Students will be able to independently a) comprehend and evaluate complex texts across disciplines b) construct arguments and convey information 2) Social Emotional Students will be able to independently a) understand and manage emotions b) make responsible decisions 3) Focal Students a) African Americans b)English Language Learners c)Special Education Students Literacy Across Content Goal: If we focus on building students' independent language and literacy skills in every classroom using integrated ELD, content specific signature strategies, and culturally responsive pedagogy then all students will level up in one claim area on the SBAC ELA and Math. Social Emotional Goal If we focus on building students' abilities to independently manage their emotions to make responsible decisions using PBIS, restorative practices, school-wide Advisory, and team decision making then students will report feeling safer at school and we will decrease our suspension rates.

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)
PDSA Cycles: All departments are conducting PDSA cycles based on schoolwide priorities but aligned to content specific strategies. The Instructional Leadership Team meets bi-weekly to check in about progress of this work and consult on next steps. Guide Text: Utilize Hammond's Culturally Responsive Teaching & The Brain as a guide text for the year; base schoolwide priorities using language from book (move from dependent learners to independent learners); conduct monthly whole-staff professional learning grounded in Ready for Rigor Framework (Awareness, Learning Partnerships, Information Processing, & Community of Learners and Learning Environment) NBPTS: Building professional learning community centered on National Board for Professional Teaching Standards. Supporting teacher candidates to pursue National Board Certification. Black Students Matter Inquiry Group: Scale up racial equity "pro+per" (professional + proper) development to center our focus and efforts on closing the achievement and opportunity gap for our students of African American identification. Integrated English Language Development: Deepen practices on providing all students access to the core curriculum by way of research-based I-ELD instructional strategies and ongoing progress monitoring and reporting.	WSF, SCG-EL, LCFF Concentration Grant, SalesForce Principal's Innovation Fund, Title I Schoolwide Program, SFUSD-UESF Proposition A and 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 school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	16% of our school is identified as special education. Currently 100% of our students with IEPs are included for at least 1/4 of their day with general education, and the majority of our students with IEPs are included in general education for 100% of the day and receive specialized academic services through co-teaching.	We hope to build out new service delivery options to meet the individualized needs of students (functional academic classes, small groups instruction, social skills groups, etc...). It is our goal to continue our inclusive practices while also ensuring all our students receive appropriate LRE.	Utilize the Quality Standards for Inclusive Schools self-assessment instrument (Stetson & Associates) to guide a review of current practices regarding inclusive education.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Our students in foster care underperform our students not in foster care on all measures	We would like for our students in foster care to get the services and support they need to be able to fully focus on learning in class	We provide a wellness center with a full time social workers who can provide socioemotional supports to students. Our family liaison and our counselors can also connect students and families to other resources that will help them.
Student Engagement/Attendance	For Absenteeism in 2017-18: Schoolwide: 8.3% of students were chronically absent African American: 20.3% of students were chronically absent EL: 14.8% of students were chronically absent SPED: 18% of students were chronically absent	Increase the daily attendance rate of all students, specifically focal student groups, to ≥ 95% of instructional time.	Student Assistance Program (SAP) Team weekly progress monitoring and reporting in partnership with SFUSD Child Welfare & Attendance Liaison (CWAL); school attendance and chronic absenteeism parent and family workshops; attendance contracts and incentives; expanded transportation options; home visits
School Culture/Climate	For Suspension in 2017-18: Schoolwide: 3.7% of students were suspended African American: 17.8% of students were suspended EL: 6.1% of students were suspended SPED: 6.3% of students were suspended	Our goal is to reduce our suspension rate by half, knowing that it is an ineffective way to follow up on student misbehaviors.	If we focus on building students' abilities to independently manage their emotions to make responsible decisions using PBIS, restorative practices, school-wide Advisory, and team decision making then students will report feeling safer at school and we will decrease our suspension rates.
Social Culture/Climate	According to the district SEL survey last year, 60% of our students, on average, responded favorably to the SEL/CC surveys given by the district. When we analyzed the survey results, we found that only 52% of our students feel safe at Aptos and that 54% of students at Aptos reported being pushed, shoved, slapped, hit or kicked by someone who wasn't kidding around. We also found that 56% of our students responded favorably about their sense of belonging at the site (55% Latinx, 54% SpEd, 51% of AA).	We are committed to creating a safe learning environment for our students so that they can become independent learners and decision makers. "(In community building), we focus on creating an environment that feels socially and intellectually safe for a learner to stretch themselves and take risks," Zaretta Hammond.	Same as above.
Wellness Policy	Aptos is dedicated to promoting healthy habits, that include physical and social-emotional well being. Refer to the Health Education and Physical Education Analyses above for further details.	The adult staff will lead by example, encouraging students to lead by example.	Collaboration between counseling and wellness team members with Beacon Program Wellness Coordinator to plan, design, and deliver school-wide activities, events, and other opportunities for students, families, staff and faculty to learn and apply healthy habits in daily lifestyles.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: The child's first and most influential teacher is the family. Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on. <ul style="list-style-type: none"> <input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
<p>The child's first and most influential teacher is the family. We believe that the partnering of families and schools and community is an integral part to student success. We believe that all families do the best they know how to support their students and it is our responsibility as professionals in providing ongoing information and resources to help families on their journey towards student success. Using SFUSD's toolkit for family leadership, governance, and site planning, Aptos Middle School will engage in ongoing Plan-Do-Study-Act (PDSA) Cycles to measure and evaluate our collective impact in engaging and empowering the families of our focal student groups (African-American/Black students, students with disabilities, Latino students, and English Learners) to share power and decision-making about their children, the school, and the district. Communication: 1) All families receive communication for all school events via weekly Tiger Tales newsletter 2) Families receive additional outreach to participate in programs, school events, and community referrals using School Messenger 3) Facilitate more parental workshops In addition, our SSC has chosen to focus on school-family-community partnerships in the PITCH framework.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Culture and climate surveys; academic data; school attendance and chronic absenteeism Parent surveys goals: 90% of respondents respond that Aptos is a welcoming place 90% of respondents will say they feel "fully informed" about their child's education Parent participation goal: Increase participation of African American and Latinx families in school events and school leadership	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input checked="" type="checkbox"/> School to CTE 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
The Community Youth Center (CYC) has been nominated and appointed as Aptos Middle School's Beacon Program lead agency as part of the Department of Children, Youth, & Their Families' (DCYF) Request for Proposals (RFP) funding cycle for 2018-2023. The effective start date of the CYC-Aptos Beacon Program is 07/01/2018, however, we have been meeting bi-weekly to proactively recruit potential community partners who will be able to serve our diverse community and address our students' strengths, preferences, interests, and needs.	
What are your specific goals or objectives for these partnership?	
The DCYF Beacon Community School Strategy is designed to support the implementation of the SFUSD Comprehensive Community Schools Framework utilizing the Beacon Model. Aptos Middle School's primary focus is Out of School Time (OST) programs, which provide learning opportunities for youth that foster their academic, social-emotional, and physical development during after school hours, weekends, and summers.	
What actions will you take to deepen your school's partnership with community organizations?	
The CYC Executive Director and Director of Operations will regularly collaborate with Aptos Middle School's leadership teams (School Site Council, English Learner Advisory Committee, Instructional Leadership Team, Parent Teacher Student Association, Associated Student Body) to plan, design, and implement equitable wraparound programs and services that target our focal student groups (African-American/Black students, students with disabilities, Latino students, and English Learners).	
How will you measure the impact? (Quantitative and/or qualitative data)	
Formative (quarterly) and summative (yearly) quantitative and qualitative data across four programmatic components of Beacon Program: expanded learning, family partnership, behavioral health and wellness, and school transitions.	

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 = \$10,400

Cover additional costs related to the provision of special education services, including but not limited to, the following: administrative and staff common planning time, professional development, supplemental instructional materials, curriculum, assessment protocols, additional printing costs, office supplies, technology for assigned special education staff, and other investments to increase or improve services for students with disabilities.
1102 - Substitute Teacher Salaries = \$3054.00 Benefits Total = \$833.13 4310 - Instructional Supplies = \$6,513.00

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 = \$56,546

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

Provide personnel, professional development and educational materials to supplement core language program for English learners, including but not limited to, the following: primary language and supplemental informational texts aligned with the CCSS, instructional materials and equipment for students, additional courses for English Learners to be successful in accessing the core curriculum, including specialized ELD for Long-Term ELs (AVID Excel), lower class size in ELD for beginning and early intermediate English Learners, primary language instruction/support for students and families (translation, interpretation equipment), extended hours for teachers or paraprofessionals to offer tutorials after school and in the summer for students needing intensive language instruction, extended day/ week/year for targeted students, targeted intervention to accelerate EL students' reclassification, support for ELPAC and/or reclassification process, academic interventions to support students in meeting benchmarks and reaching academic proficiency, and other investments to increase or improve services for English Learner students. 1102 - Substitute Teacher Salaries = \$2066.00 1105 - Certificated Extended Hours = \$5755.00 0.2 FTE Bilingual Teacher Librarian Salary = \$14,888.80 0.25 FTE Community Relations Specialist Salary = \$12,413.75 Benefits Total = \$12,470.39 4310 - Instructional Supplies = \$7,616.08 4551 - Printing = \$1335.00

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

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

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

Allocation = \$0

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

N/A

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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?

Supplemental instructional materials that support classroom instruction, specialized and targeted academic interventions, extended learning programs for targeted students, including academic support, supplementary primary language support and/or primary language materials, extended hours for teachers or paraprofessionals to offer tutorials before/after school and in the summer for additional instruction, targeted intervention to accelerate learning in ELA or Mathematics, supports to improve or increase student engagement and school climate, and other investments to increase or improve services for underserved students and to provide access for all students to high-quality programs. 1102 - Substitute Teacher Salaries = \$1,313.00 1105 - Certificated Extended Hours = \$6,182.00 1108 - Other Duties Stipend = \$10,477.05 Benefits Total = \$4,894.59 4313 - Other Supplies = \$913.00 Consultant Fees -\$4,250.00

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

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

Targeted Instruction Improvement Grant (TIIIG) 07940

Allocation = \$0

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

N/A

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

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

CATEGORIAL EXPENSES

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

Title I = \$190,309 (31500)

How do you plan to use these funds?

Supplemental instructional materials that support classroom instruction (each department - ELA, Math, Science, Social Studies, Counseling, and Library Learning Commons - was provided budgets to invest in supplemental resources/supplies to support school-wide goals and departmental goals), specialized and targeted academic interventions, extended learning programs for targeted students (extended calendar for before or after school academic support, leadership team participation), supplemental primary language materials, professional development for staff, support personnel (family liaison), training focused on under-achieving students, teacher coaching/training, support staff coaching/training, teacher/support staff stipends or extra hours for professional development, substitutes to release teachers for PD, training materials/resources, extra planning time, workshops that support school plan goals, and other investments to increase or improve services for students from at-risk/low income families. 1102 - Substitute Teachers Salaries = \$10,053.00 1105 - Certificated Hourly = \$39,376.18 0.25 FTE Community Relations Specialist Salary = \$12,413.75 2913 - Other Class Extra Hr = \$12,413.75 Benefits Total = \$15,704.80 4310 - Instructional Supplies = \$60,000.00 4313 - Supplies = \$3,151.08 4490 - Non Cap Equipment = \$33,274.00

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

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

1% Title I Parent Set Aside = \$1,903

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.**

School Site Council expenditures (i.e. handouts, translation), parent training/education opportunities, parent workshops, parent support materials, translation, child care for parent involvement/education activities, communication with parents (e.g. newsletters, postage), reasonable costs for refreshments for parent involvement activities and workshops.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/22/2018

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

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

Impact & Innovation Awards = \$20,032

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

Prototype #1: "B.L.A.C. (Black Leadership in Action for the Community) Elective Course": classroom instructional materials and other supplies, student field trips and transportation, extended hours (planning, designing, and delivering "B.L.A.C." elective course for African-American/Black students); Prototype #2: "Storytelling/Autoethnography": substitute teachers (release time to conduct peer observations and coaching cycles), extended hours (editing and creating autoethnographies in partnership with "Circle the Schools" partner Sharethrough.com), audio/visual equipment (and all other equipment); Prototype #3: "PRO+PER" Development": extended hours (planning, designing, and delivering "PRO+PER" development to staff and faculty), travel/conference (professional conferences focused on addressing equity, social justice, and the achievement/opportunity gap for African-American/Black students), consultant fees (African-American/Black guest speakers, consultants, educators, and activists). 1102 - Substitute Teachers Salaries = \$1,000 1105 - Certificated Hourly = \$5,018.98 Benefits Total = \$1,641.98 4313 - Supplies = \$4,691.86 5811 - Field Trips = \$3,000.00 5890 - Other Services & Other Expenses = \$4,679.20

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

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

Principal's Innovation Fund = \$100,000

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

How do you plan to use these funds?

We plan to use our Principal's Innovation to directly support our two schoolwide goals: Literacy Across Content Goal: If we focus on building students' independent language and literacy skills in every classroom using integrated ELD, content specific signature strategies, and culturally responsive pedagogy then all students will level up in one claim area on the SBAC ELA and Math. Social Emotional Goal If we focus on building students' abilities to independently manage their emotions to make responsible decisions using PBIS, restorative practices, school-wide Advisory, and team decision making then students will report feeling safer at school and we will decrease our suspension rates. We will hire personnel to support our Maker's Education program to increase enrichment opportunities (contract with Y-Makers) so that all students remain engaged with school and develop design skills to tackle everyday problems. We will also hire personnel to provide intensive academic Tier 2 and Tier 3 academic and social-emotional supports (0.5 Teacher and 0.25 Paraeducator - the remaining 0.75 paid out of WSF). 1101 - Classroom Teachers Salaries = \$37,222.00 2101 - Instructional Aides Permanent = \$10,166.00 1104 - Extended Days = \$2,992.84 Benefits Total = \$19,619.16 5803 - Consultant Fees = \$30,000.00

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

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

Equity Grant = \$0

<i>Identify Sub-group & specific actions</i>
N/A
Select the Bryk Essential that most aligns to the use of these funds: <input type="radio"/> Instructional Guidance (<i>LCAP Priorities: Implement Standards, Pupil Achievement, Course Access</i>) <input type="radio"/> Professional Capacity (<i>LCAP Priorities: Basic</i>) <input type="radio"/> Student-Centered Learning Climate (<i>LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes</i>) <input type="radio"/> Parent-School-Community Ties (<i>LCAP Priorities: Parental Involvement</i>)
Other (PTA, external sources, School Quality Pairing/CoP work) = \$0
<i>How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)</i>
N/A
Select the Bryk Essential that most aligns to the use of these funds: <input type="radio"/> Instructional Guidance (<i>LCAP Priorities: Implement Standards, Pupil Achievement, Course Access</i>) <input type="radio"/> Professional Capacity (<i>LCAP Priorities: Basic</i>) <input type="radio"/> Student-Centered Learning Climate (<i>LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes</i>) <input type="radio"/> Parent-School-Community Ties (<i>LCAP Priorities: Parental Involvement</i>)

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	0.5	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Peer Resources = 1.0	MPD = 0.4		
Other:	Other:	Other:	Other:
VAPA = 1.8	Librarian = 0.8	CSR Math 8 = 0.8	Comp. Scie. = 0.2

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

Health, safety, and wellness of students and staff; enrichment and acceleration options for students; and school-wide integrated English language development. Specifically, in line with our comprehensive approach to health and wellness, we plan to leverage our school social worker and school district nurse in strategic ways. School Social Workers (SSW) are masters-level mental health professionals who address barriers to student success, by assessing school and student needs and implementing 11 tiered supports. Supports provided by School Social Workers include: coordination of multi-disciplinary student support teams (e.g. SAP, SST), consultation with teachers re: classroom climate and behavior support, individual and group counseling supports, coordination of school-based CBO providers, case management and referral to CBO supports, and individual and school-wide crisis support. School District Nurses (SDN) are registered nurses who can provide prevention, early detection, and management of health and behavioral concerns for optimal health, improved attendance, and academic outcomes. Both SSW and SDNs are participants in school site teams that support student wellness and are liaisons between the school, the family and the community.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/24/2018
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 10/29/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Nicole Trickett	Principal	
Fernando Bautista	Teacher	
Alicia Denton	Teacher	
Danielle Hanlon	Teacher	
Lisa Bishop	Teacher	
Kelly Roja	Other School Staff	
Madina Anjum	Student	
Ava Niers	Student	
Haley Riggs	Student	
Marcia Otto	Parent/Community Member	
Sunny Zhao	Parent/Community Member	
Julia Martin	Parent/Community Member	