

**SFUSD**SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Galileo High School</b>
<b>Principal</b>	Tami Benau

### SCHOOL VISION & CONTEXT

As one of the oldest public high schools in San Francisco, Galileo Academy of Science & Technology High School has a rich tradition of providing rigorous academics and extracurricular opportunities to students. Set in a historic building in the Marina district, Galileo maintains high expectations and standards for all students. With a particular focus on science and technology, the school offers six specialized academy and pathway choices beginning in 10th grade. The staff and community work collaboratively to ensure that students are provided with rigorous and meaningful learning experiences in their classrooms, in extracurricular activities, and in a number of special schoolwide events. Our vision is to develop students who will grow academically, emotionally, and personally in a safe and supportive school setting that emphasizes the development of a well-rounded education. Students will be inspired to become resilient, curious, globally minded and socially conscious in a 21st century world. Our mission is to provide equal access to all education programs and ensure success for all students. Key priorities from our WASC Action Plan for the 2018-19 school year include: 1) improving and support the ELD program and students; 2) build school community and a sense of belonging for all stakeholders by strengthening our outreach and support to our parent groups, increasing student engagement, and promoting teacher collaboration and engagement; 3) close the achievement gap for African American Students; 4) use the teacher evaluation process to give critical feedback to continuously improve teaching and learning with a focus on increased rigor and engagement of all students; 5) create reliable protocols for all departments to regularly engage in data analysis together and for all department to adjust instruction and curriculum as well as set goals in response to data; 6) decrease the achievement gap for Hispanic/Latino students; 7) provide a consistent system for safety, including school-wide rules, disciplinary practices, and individual accountability by the continued development and implementation of a Response to Intervention (RtI) Framework (behavioral and academic), Restorative Practices (RP) and a Positive Behavioral Intervention System (PBIS) to support students and promote a positive school climate.

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
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	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.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	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)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	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
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	Direct links to summary and list reports at the student level to take a deeper dive into your results
<b>NOTES:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>Refer to <b>Illuminate Report List</b> to link to student level data</li> </ul>		

### 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 students, Hispanic/Latino students, English Language Learners, Students with Special Needs

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

Analysis of Results Language Arts-All Students  In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.  WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals?  WASC Ch.5
While 73% of students met or exceeded standard on the 2017 SBAC scores, only 32.9% of students demonstrate proficiency and exemption from a remedial course at the CSU system. The IWA shows that the majority of students are at Level 3, approaching proficient. The results of the RI show that 52% of all students are proficient to advanced.	As a target goal, the Department would like to try to move as many of the 40% of students who are meeting the standard, but are designated as Conditionally Ready for college, into the Exceeded Standard category. In addition, we will improve the RI scores of the 40% of students who score basic to not proficient	Further analysis of the SBAC data to delineate which specific areas in student ELA skills need attention. Continued analysis and comparison of the district IWA and RI results. Common understanding of college readiness in reading and writing proficiency.	Department development of a common language, rubrics, writing models and exemplars for assignments that are accessible via the Department website, writing modules. Department members will use Claims, Evidence, and Reasoning (CER) to support student writing across the curriculum. Several department members will be training in the CSU ERWC materials. In addition, Galileo will continue to practice have all faculty engage in the holistic scoring of the IWA to develop common understanding of student needs in reading and writing across the curriculum. The goal is to develop common rubrics and instructional practices across the disciplines. We will also develop common strategies for research, active reading, note-taking, and annotating a text. The English Department will continue using ELL strategies around creating language objectives and academic conversations in all grade levels.

**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?
<p>Based upon 2017 SBAC, IWA, and RI scores, a clear achievement gap exists for target groups of Special Ed, EL students, African American students. However, on the SBAC, out of 20 African American students, 30% are conditionally ready for college writing and 40% are nearly ready. For 54 Hispanic students, 18% are ready and 34% are conditionally ready. Out of 24 SPED students, 8% are ready and 4% are conditionally ready. On the RI, only 29% of African American students are proficient and 38% Hispanic students.</p>	<p>As a target goal, the Department would like to try to move as many of the students who are meeting the standard on the SBAC, but are designated as Conditionally Ready for college, into the Exceeded Standard category and Ready for college writing. In addition, we will improve the RI scores of the who are nearly proficient.</p>	<p>We have a variety of strategies: The creation of a Writing Lab. Direct and consistent focus on annotating texts and the creation of annotating exercises/assignments. Implementation of Claims, Evidence, and Reasoning (CER) to support student writing across the curriculum. Compiling a list of texts to suggest to the Librarian for purchase according to varied lexile scores. Familiarization with the technology tools available on the SBAC so students can annotate while taking the SBAC. Improve student preparation and communication about the value of the SBAC. Possible implementation of Reading Modules through the use of Read 180. The English Department will continue using ELL strategies around creating language objectives and collaborative conversations in all grade levels. Professional development and training with staff around implicit bias and culturally relevant pedagogical approaches will continue to be studied and implemented.</p>

## 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 students, Hispanic/Latino students, English Language Learners, Students with Special Needs

**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
<p>While 62% of students met or exceeded standard on the 2017 SBAC scores, only 27% of students demonstrate proficiency and exemption from a remedial course at the CSU system. Results from the most recent round of IAB mathematics assessments (2016-2017 SY) revealed that 52.2% of the students met or exceeded standards.</p>	<p>The mathematics team continues to analyze their data with a lens towards continual improvement. A closer analysis of the mathematics test scores reveals discrepancies between different student groups on campus (particularly for our AA and L students). Increasing the overall school-wide IAB proficiency rate and increasing our acceleration rate, remains as key objectives for our team.</p>	<p>Greater use and consistency of using Complex Instruction all math classes, especially core math classes. Continued teacher professional development in CI (attend CI collaboration days) Develop course collaboration teams and establish common prep periods to further coordination and collaboration. Core Teams will review IAB content standards at the beginning of the units being tested. Core Teams will analyze and reflect on IAB results to understand instructional needs.</p>	<p>Continued work within the department around de-tracking and increasing student access to heterogeneous and rigorous mathematics courses will be prioritized again next year. Additionally, the mathematics team continues to work at refining and implementing the Common Core curriculum (and connected supports and activities) in three core classes. Department members will use Claims, Evidence, and Reasoning (CER) to support student writing across the curriculum. Finally, the group has continued to study and implement the major tenets behind Complex Instruction, and will work to again implement the Accelerated Algebra II class (to serve those students who are interested in taking AP mathematics classes by senior year). Our mathematics team will continue to use both formative and summative assessment results to continue to tweak and refine our instructional strategies and approaches.</p>

**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?
---	--	---

<p>Based upon 2017 SBAC and a clear achievement gap exists for target groups of Special Ed, EL students, African American students. Out of 19 African American students, 10% are conditionally ready for college math and 89% are not ready. For 54 Hispanic students, 9% are ready, 20% are conditionally ready, 20% are nearly ready, and 50% are not ready. Out of 22 SPED students, 72% are not ready.</p>	<p>Ensuring that these student groups have access to additional supports is paramount to the development of their mathematics skills. Specifically our team will work to bring these groups' average SBAC scores in line with the school-wide average.</p>	<p>The mathematics team worked to develop and implement three new goals: the continued development of students' Growth Mindset in classes; extensions of the Common Core curricula and Complex Instruction materials; and efforts to strengthen and support the department's Advanced Placement offerings. The Math Department will continue using ELL strategies around creating language objectives and collaborative conversations in all grade levels. In addition, we will engage in continued professional development and training with staff around implicit bias and culturally relevant pedagogical approaches. The site will continue to fund the AA Success Counselor position to track interventions and do additional outreach and support for focal students and their families.</p>
--	--	---

## 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.)

<b>Analysis of Results Science-All Students</b> 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? <b>WASC Ch.5</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>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?</b> <b>WASC Ch.5</b>
<p>Students are currently provided access to science instruction in a variety of methods, ranging from direct instruction, hands on lab activities, inquiry based projects, to student-centered learning (NGSS). Presently about half of the high school students are completing their science graduation requirements by the end of their sophomore year. Students planning to go to college and possibly pursue STEM majors are continuing on to take 3 or 4 years of science. 78 percent of students pursue 3 or 4 years of science in the 11th and 12th grade. During 2017-2018, 906 total 11/12th graders were enrolled, and 198 were not taking science. We will ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum by having all students take NGSS biology their freshman year and all students take NGSS chemistry their sophomore year.</p>	<p>During 2017-2018, biology teachers have been implementing the NGSS curriculum to all freshmen. The physics department has been piloting the 11th grade NGSS curriculum. They have been working closely with the district curriculum experts to edit areas of the new textbook to ensure the highest of quality learning in the classroom. During 2018-2019, several chemistry teachers will be piloting the new NGSS curriculum. There will be concerted effort to work with district in revision throughout the year. The science department has participated in all 2017-18 ELL professional development which focused on communicative strategies, language objectives, and academic conversations.</p>	<p>A more student centered instructional shift will be required to achieve the goals of NGSS. This will be accomplished, in a large part, through group work using the complex instruction model. Students will need to demonstrate: a)proficiency in the scientific (and inquiry) process; b)the ability to read and evaluate (including related data) from a variety of different sources and c)proficiency in a series of lab-based performance assessments. Science teachers will continue to implement a variety of communicative strategies that support ELL SPED students. Twice a week throughout the year teachers work collaboratively on the implementation of the science curriculum after school. This allows for plenty of time for teachers to discuss and share best practices.</p>
<p>The ELA SBAC scores for the past few years have shown that only about 33% of 11th graders are ready for college level writing and about 40% are conditionally ready.</p>	<p>The science department participated in the all-faculty scoring of the IWA to understand writing performance across the curriculum. In addition, the NGSS promote claims, evidence and reasoning as a foundation for writing and critical thinking.</p>	<p>Claims, Evidence and Reasoning (CER) has, to some degree, been a part of the curriculum and will further become an integral part of each science teachers class to support students writing skills and college readiness. The NGSS curriculum that the city of San Francisco has created incorporates CER into each unit. Students are asked to write claims, evidence and reasoning in a variety of different ways ranging from exit tickets, lab analysis to tests. Some of the topics where CER has been used include Antibiotics &amp; resistance, effects of mass on acceleration, and crash tests for tesla, etc. Science teachers will develop a common understanding of these terms, use a common rubric, and assemble student work samples.</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).

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> 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)? <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/ performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> <b>WASC Ch.5</b>
22% of students met or exceeded standards on the ELA portion of the 2017 SBAC and 35% on the math portion. While our students may not be meeting the AMAO targets, 40.9% of students who have been here for five or more years (LTELs) reached proficiency. 47% of students grew at least one level on the CELDT. Additionally, 18.3% of Students who have been here for five years or fewer reached proficiency on the CELDT. RI data shows only 5% of students made growth in RI during Window 1. ELL student truancy rate has decreased by 9.3% Our percentage of students attending college dropped by 4% in 2016-2017; however, the 2017 graduation rate stayed consistent with 2016.	Our department will continue work to achieve all 3 AMAOs and increase SBAC scores.	The department has provided professional development for all faculty to support designated and integrated ELL strategies. The site has invested in an Instructional Reform Facilitator who has implemented, with the department, multiple PD sessions around language objectives, communicative activities, and academic conversations. In addition, department members engaged in bi-weekly strategic inquiry, "Writing is Thinking Through Strategic Inquiry", analyzing student work samples and implementing strategies in the classroom to solve issues discovered through the cycle of inquiry process. Department members will use Claims, Evidence, and Reasoning (CER) to support student writing across the curriculum. In addition, the department works through a monthly consultancy protocol meetings to address student needs. Grade level cluster teams meet weekly/biweekly, and we are mapping our skills for each level of Sheltered English courses and Designated ELD courses. Re-classify students based on master of English rather than grade level. The master schedule will be adjusted to line up classes so student movement is easier and to allow for smaller classes. We will continue our after school program to coach Newcomer students, "Get Set, Go!" and our after school tutoring program for ELD students through Futurama and the ELD department. We will provide additional supports in reading strategies through the COMM150 course. The site invests in a Parent Liaison/Newcomer Counselor and an Attendance Counselor who both provide direct support to our students. We have also started a Newcomer club to support extracurricular activities.

<b>HEALTH EDUCATION CORE CURRICULUM</b>		
<b>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</b> In a narrative, describe what your analysis of the data says about your school.	<b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that <b>all</b> students systematically receive the required Health Education lessons each year?	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>

<p>During the school year, the Wellness program provides school-wide health promotion activities, which help to orient incoming students to support services available to them in the Wellness center, as well as providing Wellness orientations to new and returning staff. The Wellness center provided over 45 health promotion activities, which addressed topics, such as healthy relationships, mental health awareness, organized over 10 groups and clubs, including Chinese Boys Support Group Newcomer Club, Latina Empowerment Group, Queer Support Group, African American Girls and Boys group and Young Men's Health Group, reaching over 167 students. Studies have shown that academic outcomes are better, among students who have used the Wellness Center, ten times or more during the school year. Furthermore, when providing a safe space with caring adults, effective services and meaningful supports--a key mechanism to improve school-based youth development assets- these assets are linked to reduced risk behaviors, improved well-being and positive school outcomes.</p>	<p>All 9th graders take one semester of Health and one semester of College and Career. Wellness Center Programming and Supports Every year, before the first day of school, the Wellness Center provides a Wellness 101 orientation for all incoming 9th graders. In addition, to the initial orientation, several times during the school year, Wellness staff provide over 8 additional Wellness 101 orientations in the Health classes. In order to meet the health needs of every student, Wellness collaborates with a number of Community Based Organizations (CBO's) to provide students with on-site case management services, individual counseling, community referrals and resources mental and emotional health to improve educational outcomes. For example, the Wellness Center has worked with Community Youth Center (CYC), Hearing and Speech Center of Northern California, Ohlhoff Recovery Program and SF/Marin Food Bank. Additionally, the Wellness Programs provide health education around tobacco and substance use, sexual and reproductive health, healthy intimate relationships, bullying, LGBTQ awareness, cultural adjustment, chronic illnesses, stress, anxiety, depression and trauma. In order to reach each and every student the Wellness Center coordinates several school-wide events, which bring awareness to Mental Health and Stress issues (Stress Less Fest), Healthy Intimate Relationships and Domestic Violence (Lovefest), and LGBTQ awareness w/GSA (Pride Week).</p>	<p>Offer more staff PD's addressing things such as cultural/racial trauma, working with LGTBQ youth, working with suicidal youth and various mental health topics. Collaborate with CBO's who can offer ongoing support to our African American, Latino and Muslim youth. Continue to address issues of climate and culture, equity, diversity, safety and inclusion on school campus, i.e., sexual harassment task force. Continue to work with School Health Programs and school administration to create programs, i.e. that support the academic outcomes of our most vulnerable youth</p>
<p>All 9th graders take one semester of Health and one semester of College and Career. However, the courses are not aligned in curriculum, expectations, and proficiencies because the courses are taught by teachers in many different departments.</p>	<p>We will create a curriculum and proficiencies that are aligned across courses.</p>	<p>Provide professional development and common planning time for teachers. Designate specific teachers for these courses.</p>

## VISUAL AND PERFORMING ARTS

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>The VAPA department contributes to the school community by helping students become good citizens who make positive contributions to the school community and culture. In addition, all our courses integrate ELL students into the full curriculum.</p>	<p>Build community between the school and our arts program. VAPA teachers will continue to develop curriculum that supports ELL students.</p>	<p>Continue to have concerts, art showcases, displays of visual art in hallways and office, and G-house broadcasts. The VAPA department will continue to engage in all professional development related to ELL and writing instruction and we will add more domain specific language skills to our curriculum. Department members will use Claims, Evidence, and Reasoning (CER) to support student writing across the curriculum. In 2017, we added a band class and will continue to build this program. In 2018, we plan to add the new "Creative Computing" course that is a computer course that also meets the "f" requirement for the UCs.</p>

## 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.

<p><b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b></p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b></p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
--	--	---

<p>Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p>	<p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	
<p>The ultimate purpose of our PE program is to help all students gain the skills and knowledge to be physically active for a lifetime. Students are provided: a standards- based curriculum and assessment practices; moderate to vigorous physical activity in PE class for a minimum of 20 minutes each day or at least 50% of the class period; use of technology including cardio machines, pedometers, heart-rate monitors, video systems and power point instruction.</p>	<p>Our curriculum ensures that students 1) achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies; 2) demonstrate a competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities; 3) demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning performance of physical activities. Our goals are to ensure 1) maximum participation; 2) sufficient equipment and facilities; 3) accomplishment of personal fitness; 4) consistent use of technology to design and implement a personal fitness program.</p>	<p>The staff work together as a fairly cohesive unit and hold students to high standards and accountability. In addition, the staff participates in all professional development for ELL students and writing instruction. PEEF PE funds will be used to purchase and fund supplies, electronic devices, repairs and maintenance, professional development conferences, and instructional aides.</p>
<p>Galileo data is above the district average. The district summary results on the PFT for grade 9 were Male 41.9% and Female 38.6 for 5 of 6 fitness standards for 2016-17. Galileo's 2016-17 results were Male 57% and Female 66% for HFZ. Galileo's PFT/HFZ 2017 pre test results are Male 71.8%. and Female 67.9%.</p>	<p>PFT testing is to provide students with data to be used in planning a personal fitness plan. The PFT uses criterion-referenced standards to evaluate 5 fitness performances. Performance is classified in two general areas: "Healthy Fitness Zone" and "Needs Improvement". The Galileo student goals for the PFT are an 10% improvement in 3 or more areas of fitness: cardio-respiratory fitness, muscle strength and endurance, flexibility, or body composition.</p>	<p>Staff will enter both pre and post student PFT result data onto a computerized spreadsheet to analyze data. All students must participate in PFT pre and post tests. All Galileo PE students participate in our SSR program by bringing and reading a book for the first 20 minutes of block day classes. Continue to communicate to PE requirements to students.</p>

## 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?

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/ performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> <b>WASC Ch.5</b>
	<p>Partnerships Continued development of our site's academy and pathways model is planned. The academy/pathway programs continue to seek new community partners and maintain existing partnerships for curriculum guidance, guest speakers, resources, internships and volunteer opportunities. Recruitment Our primary target is to keep equity and access at the forefront of our recruiting efforts with a continued focus on recruiting students with IEP's, English Language Learners, African American, and Latino students. Our goal is to have the academy/pathway student demographic mirror or exceed the school demographic. Additionally, the academy/pathway programs strive to enroll at least 35% of the student population into the academy and pathway programs. Program Improvement Academy/pathway teachers strive to increase the quality of their programs by participating in district wide industry focused advisory boards, participation in trainings, externships, writing grants and participating in school leadership positions.</p>	<p>Site Steps Additional study and development of successful academy and pathway models are planned for the 2018-19 school year. Also, increased coordination efforts, internal alignment and additional investments will help to support the different course offerings. Expansion and continued refinement of existing relationships and partnerships are planned in several pathways (Mission Bit, CCSF partnership with Health Academy, continued funding for our site's Biotechnology program via the CCPT grant and preparing for alignment of the Hospitality &amp; Tourism and Economics classes in conjunction with NFTE). Finally, in the 17,18 year, the site will continue to fund a portion of the Pathway Coordinator position (in conjunction with a significant amount from a CTE grant). Recruitment We continue to reach out to targeted students through classroom visits, Academy Pathway recruitment fair, working with counselors, Special Education Department Head.</p>

**Programs and Partners:** In addition to our core academic programs, Galileo is proud to offer students the choice of 6 different academy/pathway programs. As early as the 10th, and 11th grade, students can select from one (and in some cases two) of the following academies/pathways as their electives: Computer Science, Hospitality & tourism, Biotechnology, Health, Media Arts and Environmental Science. These specialized science and technology based elective programs offer students the opportunity to have meaningful interactions with several industry leading companies, research institutions, and postsecondary education institutions (Genentech, Saint Francis Memorial Hospital, California Pacific Medical Center, UCSF, Goodby/Silverstein & Partners Advertising, KALW Radio, City College of San Francisco, and San Francisco State University) and obtain extra high school credit as well as college credit.

**Demographics:** The recruitment efforts of the academy/pathway program emphasize access and equity for all students with an emphasis on students with IEP's, English Language Learners, African American and Latino students. Most of the academy pathway programs have a very diverse student population. A few of the academy/pathway programs struggle with specific diversity issues. For example, there are a disproportionate number of males in the computer science pathway and a disproportionate number of females in the Hospitality and Tourism pathway. These individual issues also remain on the forefront of our recruitment efforts. Program growth and

**Quality:** Some of our academy pathway programs have been around for well over a decade and are very developed and established within the school and greater SF community.. Other academy pathway programs have just recently started and are less developed and established. Each academy/pathway program works towards improvement by using the "Eight Essential Elements of a High Quality College and Career Program," provided by the SFUSD College and Career office as well as the CTE Standards to guide their curriculum and programming.

Our World Languages Department is proud to offer students language options in Chinese (Cantonese & Mandarin), French and Spanish and a Chinese Immersion Program. Since World Language is not a graduation requirement, we need to review student success in our courses.

Maintaining a set of strong, viable language programs is important to our school community. We will work towards providing success for all students in our courses.

Focusing on situation and functional fluency in language classes will be emphasized. We review course offerings to meet students' needs. We have added a Chinese Native 1 course. In addition to developing students' second language skills, teachers will work to continue to build students' cultural awareness and international sensitivity via a variety of field trips. Finally, long-term plans include establishing a sister school relationship with a Mandarin speaking school in China and developing a student exchange.

Most classrooms have LCD projectors but additional classroom technology was needed

Over the past two years we invested in a CTIS position to develop teacher and student technology skills and provided continued training and support sessions for our staff members. During 2017-18, we purchased additional document cameras, interactive short-throw projectors, additional chromebook carts, and new computers for one lab.

Teachers will need continued training in using Synergy and classroom technology which will be provided through district, vendor, and in-house support.

## 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) <b>WASC Ch.2</b>	What are your targets/ goals?	What shifts will be required to achieve these goals? <b>WASC Ch.5</b>
<p>1. Graduation rates for all students at the site remained relatively high, with an increase (+2.2%) in the most recent from 2015-16. 2. The overall number of students taking Advanced Placement courses at the site remained high (860 total exams in Spring 2016). Additionally, the percentage of students receiving a score of 3 or higher on the exams increased almost 9% in 2016 from 49.7% to 58.6% and during the spring 2017 round of assessments and was 52%. However, the site is still working to catch the district average rate of 68.9%. 3. The dropout rate for all students at the site was 7.3% (15-16 SY) - a slight increase (+0.3%) from the previous year. While the rate for AA students increased from 13.6% in 2015 to 31.3% in 2016. At the same time the site witnessed another decrease (-2.5%) in the rate for Latino students (14.5% v. 11.8%). 4. For the graduating class of 2017, 352 out of 442 students enrolled in college (79%). 134 students in 2-year college and 197 in 4-year college</p>	<p>1. Collectively our team is working towards a goal of ensuring that 100% of our students graduate and are successfully registered for a post-secondary (2 or 4 year) program by the end of their final year. 2. Increasing the school-wide access to these rigorous courses for historically underserved students remains as a key objective for the school site. In Spring 2016, 0 AA students completed the AP exams. However, 56% of Latino students taking the test scored 3 or higher. 3. Our long term objective is to continue to reduce the overall dropout rate for the school, and in particular, cut the rates in half for both the African American and Latino student groups. 4. Ensuring that all students are graduating with their A-G requirements and are UC/CSU eligible remains as an important objective for our school site.</p>	<p>1. Our counseling office will continue to prepare our students for college readiness by monitoring the On-Track Data and advising them on the appropriate academic requirements. Our College &amp; Career Counselor will continue to provide outreach to our students and families and provide the necessary resources to successfully gain college admission. The College Ambassador program for students, coordinated and led by our site's Family Liaison Counselor, helps to support the school team to provide a number of college presentations (awareness, application process and FAFSA) to parents at a number of special evening meetings and during our regular, monthly PTSA meetings. The grade level counselors work together throughout the year to ensure that students' Individualized Academic Plans are up-to-date and our AVID coordinator works to support students who require additional assistance. In addition, our CBOs, JCYC and uAspire, provide additional college application support. In addition, in the spring of 2018, we offered 4 credit recovery classes on site for approximately 90 students through the Sprouts program. We will continue this program in the fall. 2. Additional outreach efforts to particular student groups were implemented during this year's course registration period. Additional training to support students is implemented in our Pupil Services Department by reducing our counselor caseload and our partnerships with SFUSD African American Achievement and Leadership Initiative's Post-Secondary Pathway Collaborative team, 100% College Prep, and SF Achievers. We have developed a site team that meets monthly to implement a cycle of inquiry that exams interventions targeted at supporting academic achievement and graduation of African American students. 4. Our counselors, along with our College Counselor, work throughout the year to track student data and ensure that students are on track to graduate with the appropriate requirements. Additionally, the College Counselor and Family Liaison coordinator help to provide and coordinate a number of special presentations (in-class and in after-school meetings) to seniors and their family members. Finally, additional support and assistance in getting students ready for the college application experience are supported by our by our uAspire and JCYC staff members.</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?

### 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?

Working in conjunction with the site's administrative team and various internal stakeholder groups such as the Instructional Leadership Team (ILT), and UBC, etc, the site developed a comprehensive Professional Development Plan for the 2018-19 SY. The plan includes monthly ILT meetings focused on CER, data inquiry, and PCL protocols. In addition, each department receives individual CER training once a month. The once a month, All-faculty meetings also incorporate professional development topics, PBIS training, and the integration of technology. Professional development and Common Planning Time for teachers will continue to be offered in Faculty, Instructional Leadership Team, Department Team, Cluster Groupings. The site participated in Instructional Rounds and the problem of practice was consistent with the WASC Action Plan and ELL goals.

School-Wide Action Step(s)	How will you resource this?
Input will be gathered from stakeholders for any adjustments to the professional development plan and schedule. A professional development schedule will be created, integrating those topics that align with the site's data and WASC Action plan.	Coordinated and funded primarily via existing personnel (WSF, LI, SCG-LI and SCG-EL funds) in existing meeting times and structures.
During the 2017-18 SY, the site again participated in Instructional Rounds (Fall & Spring) within the high school cohorts. Our Problem of Practice was "academic discussion." This topic was in alignment with our ELL professional development (communicative strategies and academic conversations). The ILT has used the results of the Instructional Rounds to begin developing a definition of "rigor." to promote college readiness.	Our site has and will continue to invest in an Instructional Reform Facilitator (IRF) to help implement these strategies. Looking ahead to the 18-19 SY, our site has made additional allocations (substitute release days) in our budget to ensure that this work can continue.
We will implement a teacher walkthrough protocol next year in line with the professional development topics which will include culturally responsive instruction, PBIS, and ELL strategies. The teacher evaluation process will be used to support the school's professional development goals outlined in the WASC Action Plan. In 2017-18, the evaluation process focused on teaching standards related to ELL and SPED students to support the implementation of school and district initiatives. We will continue a similar focus in 2018-19 as well as an emphasis on "rigor" and college readiness. To better prepare our students for college level reading and writing, we will develop common language, rubrics, and instructional practices for writing instruction. Our all-faculty holistic scoring of the IWA developed a common baseline for faculty understanding of the expectations for college level reading and writing.	Some of this implementation will take place in department teams, and will be led by department team leaders (WSF, LI, SCG-LI and SCG-EL) in various meetings and Common Planning Time during the regular school day. The updated ILT structure will be supported primarily via existing personnel, with additional funding coming from WSF and TIIG monies (for additional activities, professional development and capacity building workshops). Teachers will be encouraged to use Prop A hours for professional development inline with site goals. Our site has invested in an Instructional Reform Facilitator (IRF) who will design and provide professional development for individual staff and departments, focusing on our target students (ELL and low income), to improve access, engagement, and achievement in our site's efforts around the implementation of best practices. Coordinated and funded primarily via existing personnel (WSF, LE, SCG-LI and SCG-EL funds) in existing meeting times and structures. Budgetary allocations to support work may come from department funds (WSF) or other restricted funding allocations (SCG-LI, SCG-EL, Concentration or SPED). In addition, the AAALI team will assist with implementation of interventions and supports for African American students.

#### 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		Our special education team is working towards bringing individual achievement in line with the overall school-wide averages.	

(implementation of care plans, administration of medication, etc.)	Although the site has a well-established co-teaching model, special education (SPED) students continue to underperform in both math and English skills. Out of 24 SPED students, 8% are ready and 4% are conditionally ready in English. Out of 22 SPED students, 72% were not ready in math.		The department will continue to participate in professional development training to identify, monitor, and support student needs. Additionally, the SPED team conducts regular IEPs to ensure that students' needs are being met, and that they are being successful in their particular placements. The implementation of an online web-based IEP scheduling calendar helps to ensure that the IEP teams are constituted properly, and held in a timely manner. The SPED department will utilize the Read 180 program to improve student reading skills. In addition, the department has participated in all schoolwide professional development for ELL students and has implemented language objectives and communicative strategies in all classes.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Reached approximately 40% of our LGBTQ population through groups and clubs. We have 7 foster youth.	Continue using all communication and support services to reach all students and build awareness of the needs of our most vulnerable students.	Wellness Programs provide health education around tobacco and substance use, sexual and reproductive health, healthy intimate relationships, bullying, LGBTQ awareness, cultural adjustment, chronic illnesses, stress, anxiety, depression and trauma. Futurama supports our undocumented students through the regular weekly "Dreamers" meetings.
<b>Student Engagement/Attendance</b>	While the site's overall attendance rate has remained relatively high at about 90% for several years. For the fall 2017, our Chronic Absenteeism rate was lower than the district average 7.7 for Galileo and 11.1 for the district. In addition, we saw decreases in the chronic absenteeism rate in almost all students groups for the fall 2017 with an overall 4.9 decrease. For African Americans there was an 11.5 decrease and for Latinos a 13.5 decrease.	Our targets for next year include continuing to improve our overall site attendance rate.	By reducing our counselor caseload, counselors will coordinate and lead proactive and preventative efforts around attendance this year. Our PBIS program will continue to promote a welcoming and culturally sensitive environment. Our Parent Liaison/Newcomer Counselor works closely to increase student club representation, homeroom and lunch activities, ASB participation, student and staff interaction activities, additional communication methods. During 2018-19, our site will continue to work closely with the District's African American Achievement and Leadership Initiative (AAALI). The focus will be students with D and F grades. We have a site AAALI team and have implemented tiered strategies to support student success. We are also using the support of case management with a Student Success Coach provided by 100% College Prep, and target groups run by SF Achievers.
<b>School Culture/Climate</b>		Our goal is to build a safe and supportive school environment in which students know how to access all resources and supports to make sound choices. We plan to continue to reduce suspensions year to year and implement alternative restorative practices.	

	<p>Total school-wide suspensions have decreased over the past several years: 68 in 2015, 58 in 2016, and 34 in 2017. The 2016-17 SY Climate and Culture Surveys revealed a 5-6 percentage point increase in positive results for students in 7 of the 9 categories and these results are inline with district totals. There was an increase in all nine categories. The results of the Spring 2017 Student/Family Satisfaction Survey indicated increases for the school site in all areas and percentages are inline with district averages: Support for Academic Learning (+5%); Growth Mindset (+5%); Knowledge of Fairness of Discipline, Rules and Norms (+6%); Safety (+3%); Self-Efficacy (+5%); and Sense of Belonging (+5%). The site will continue to strengthen these metrics, with the target of meeting or exceeding the district high school averages.</p>		<p>Our professional development focus for 2018-19 will be the impact of implicit bias and the integration of culturally relevant pedagogy. We have reduced counselor caseload to better meet the needs of target student. Additionally, continued development and implementation of the site's PBIS (Common Classroom Consequences) and tiered RtI system will help ensure that expectations are clearly communicated and that extra services are in place. Alternatives to suspensions to be incorporated next year include: RtI, alignment of the Wellness Center, Peer Resources, extracurricular activities, and Futurama. Finally, in the 18-19 SY the site will use ILT structure designed to build in additional opportunities for staff and instructional leadership. We also began a credit recovery "night school" program serving approximately 100 students in 4 subject areas.</p>
<b>Social Culture/Climate</b>	<p>On the SEL Survey, 73% of students reported feeling safe and 56% reported a sense of belonging. These totals are close to the district totals.</p>	<p>Increase student sense of belonging (56%) to be more in line with district average (60%).</p>	<p>Our after school program "Futurama" provides extensive academic and social support for students. They serve over 500 students on a regular basis. We will continue our extensive offering of clubs and extracurricular activities.</p>
<b>Wellness Policy</b>	<p>During the school year, the Wellness program provides school-wide health promotion activities, which help to orient incoming students to support services available to them in the Wellness center, as well as providing Wellness orientations to new and returning staff. The Wellness center provided over 45 health promotion activities, which addressed topics, such as healthy relationships, mental health awareness, organized over 10 groups and clubs, including Chinese Boys Support Group Newcomer Club, Latina Empowerment Group, Queer Support Group, African American Girls and Boys group and Young Men's Health Group, reaching over 167 students.</p>	<p>In 2016-17, a total of 739 or 39% of students were served by the Wellness Center with a total of 3,661 hours or 5 hours per student. Most common service is general counseling. African American students made up 13% of contacts, Asian students 39%, Hispanic 22%, and white 6%.</p>	<p>We will continue to support the Wellness Center so it can maintain its current student service capacity.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
<b>Family Partnerships: The child's first and most influential teacher is the family.</b> 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.	
<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
<b>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:</b>	
The school plans to the Parent Liaison/Newcomer Counselor and additional counseling FTE to reduce counselor caseload. Tutoring and after school credit recovery courses will be offered. Continued development of a PBIS system and communicating it with staff, students, and parents. Finally, our school team will continue to work at establishing and building relationships with our parents and community members via supporting the work and efforts of our Parent Liaison (continue to increase parent programming and communication) our PTSA, and ELAC groups. We will continue to partner with AAALI, as well as 100% College Prep, and SF Achievers.	
<b>How will you measure your impact? Measures can include:</b> Culture & Climate Surveys, Academic Data, Attendance	
SEL survey, attendance data, on-track/off-track data, student focus groups.	
Community Partnerships	
<b>What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?</b>	
<input type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
<b>List 1-3 current or potential community partner(s) who are address these needs.</b>	
Futurama Wellness Center	
<b>What are your specific goals or objectives for these partnership?</b>	
Futurama: Continue to support our after school program which provides social/emotional, academic, and extracurricular support for our students. Wellness Center: Continue to support our wellness program which provides essential emotional support for students and creates a positive school culture.	
<b>What actions will you take to deepen your school's partnership with community organizations?</b>	
Provide additional financial support; incorporate supervisors into our ILT; provide professional development for faculty; continue tutoring programs; engagement activities for students and staff; evaluate programming as on ongoing basis; coordinate services with our counseling department	
<b>How will you measure the impact? (Quantitative and/or qualitative data)</b>	
SEL surveys, student focus groups	

## 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** = \$20,150

Additional supports and assistance for special education students and teachers will be provided in the form of: \$4,000 to acquire additional classroom instructional and assessment materials; \$4,150 to fund the purchase of additional classroom adaptive technologies; and finally, \$5,200 to purchase additional special education related supplies and supports.

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** = \$146,108

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

Approximately 65% of this funding will be used to directly support EL students by providing additional staffing and services. Specifically, a 0.4 FTE will be allocated for the EL Department Chair position. Finally, a 0.75 FTE allocation will be used to maintain a language support para-professional. Approximately 35% of this funding source will be used to support the acquisition of additional material supports for EL students, including: extended hours to fund additional tutoring and homework assistance for EL students (\$9,000); the acquisition of additional classroom instruction materials, supplies and technology (\$38,206); additional field trip experiences for ELs (\$3,000); \$2,000 to fund on-going repairs and maintenance in the EL department; and finally.

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** = \$331,288

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

The majority of this funding will be used to fund 3.0 FTEs in the following areas: 2.8 FTEs (\$304,547) to maintain lower class sizes school-wide and provide additional support classes (AVID and EL) to students. .2 (\$20,790) to reduce counselor caseload so they can provide more interventions for target students and students with chronic attendance challenges. The remaining \$5951 will be used promote parent involvement and communication and purchase instructional materials.

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

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

#### 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?

Two thirds of this allocation will be used to support school-wide technology infrastructure upgrades for low-income students at the site. The other one third of these monies will be used to support the integration of technology and development of 21st century skills in various subject area departments.

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** = \$485,739

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?

\$457,390 of this funding will be dedicated to the acquisition of additional services and supports for students in the form of: a 1.0 Instructional Reform Facilitator who will design and provide professional development for individual staff and departments, focusing on our target students (ELL and low income), to improve access, engagement, and achievement; a 1.0 FTE Newcomer Counselor/Parent Liaison to coordinate family engagement and outreach and increase community participation via improved communication and translation services; a .4 FTE to reduce counselor caseload so they can provide more interventions for target students, AVID students, and students with chronic attendance challenges. The remaining \$28,349 will be used to provide security for the after-school tutoring program, instructional supplies for target students.

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 = \$0** (31500)

How do you plan to use these funds?

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

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

**1% Title I Parent Set Aside = \$0**

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

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

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

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

**Impact & Innovation Awards = \$0**

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

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

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

**Principal's Innovation Fund = \$0** (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

**Equity Grant = \$0**

Identify Sub-group & specific actions

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

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

**Other (PTA, external sources, School Quality Pairing/CoP work) = \$0**

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

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

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

## CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0		1.0	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0	1.0		6.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.2 Ethnic Studies	1.4 VAPA	0.5 Librarian	3.2 CTE

**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.**

## 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 checked="" 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 (list)
<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 <b>March 23, 2018</b> .
<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: <b>9/20/2018</b>
<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: <b>9/20/2018</b>

## 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
Tami Benau	Principal	
Ivy Hankins	Parent	
Laurie Ransom	Parent	
Ayesha Boulware	Parent	
Yvette Huginnie	Teacher	
Vicky Ung	Teacher/Chair	
Doug Page	Teacher	
Kevin Fanning	Teacher	
Bettie Grinnell	Staff	
Jillian Lim	Student	
Vincent Liang	Student	
Irene Tam	Student	