



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Lick, James Middle School
Principal	Timothy Reidy

SCHOOL VISION & CONTEXT

Our vision at James Lick Middle School is to support and nurture our students, encouraging them to challenge and overcome institutional limitations, realize their own potential, and achieve high expectations. JLMS students will be informed, active participants and conscientious leaders within their local and global communities. Our mission as a community is to work passionately to provide all students the relevant experiences necessary to fully develop their true, authentic selves and to prepare them for whatever challenges lay ahead. JLMS students will use their strengths, critical thinking, and problem solving skills to become successful agents of change within their diverse communities. James Lick Middle School is a comprehensive middle school serving students in 6th through 8th grade. We are located in Noe Valley and provide instructional services to students from all over the city. Our student population is comprised of 75% Latino, 10% White, 9% African-American and the remaining 6% represent various Asian backgrounds (Chinese, Japanese, Filipino, Vietnamese, including Pacific Islander, etc.). JLMS has a dual language immersion program in Spanish that serves over a third of the student body in all grade levels. Strengths: We strive to be a school that honors home languages, cultures, and life experiences; a place where families of diverse backgrounds feel welcome. We aim to teach rigorous lessons that are culturally responsive to our diverse student population and learning styles incorporating a range of strategies in the classroom. Challenges: We have been identified by the district as a "high equity gap school", meaning that our students need a range of resources to support students both inside and outside the classroom to better access the curriculum and meet the standards set forth in the Graduate Profile. Key Strategies: We are currently developing three key areas of focus for the 2018-2019 school year. We call them the 3 Rs- Reading, Restorative Practices, and Retention. Reading: We will continue our focus on reading across all content areas. Anchored in the work of Kylene Beers and Robert Probst, we will teach students reading strategies, called "Signposts," for both fiction and non-fiction text with the aim to create attentive readers who look closely at a text, interpret it responsibly and rigorously, and reflect on what it means to them. We will also foster a culture of reading throughout the school with celebratory events like family literacy night, read-a-thons, and homeroom reading competitions. Restorative Practices: Restorative Practices is a movement grounded in principles designed to create powerful relationships, which are central to building thriving communities. RP represents a paradigm shift that focuses on the harm done, rather than on the rule broken, in the restoration of relationships. RP is a reflective practice that encourages personal responsibility, giving a voice both to the person harmed as well as the person who caused the harm. RP aids in the acceptance of cultural differences by offering an equitable process where all members of a community feel valued and heard, and in turn, are more likely to bring their best self to the community. When broadly and consistently implemented, Restorative Practices will promote and strengthen positive school culture and enhance pro-social relationships within the school community. It is our goal to ensure that 100% of our staff is trained in RP and that they implement practices such as "Circles" at least 2 times per week with students and or families. We will respond to conflict using a restorative approach and ask these key questions when problem solving situations: What happened, and what were you thinking at the time of the incident? What have you thought about since? Who has been affected by what happened, and how? What about this has been the hardest for you? What do you think needs to be done to make things as right as possible? Retention: Teacher retention is a challenge school districts are facing nationwide. A third of beginning teachers quit within their first three years on the job (Stansbury; Zimmerman, 1999). To address this challenge, we will work to foster a sense of connectedness and belonging among the staff and throughout the entire school community. We will use the following questions and statements to guide our work: How many adults at this school have close professional relationships with one another? How many adults at this school support and treat each other with respect? How many adults at this school feel a responsibility to improve this school? This school promotes trust and collegiality among staff. This school is a supportive and inviting place for staff to work. This school promotes personnel participation in decision-making that affects school practices and policies. We will support first year teachers as well as new to James Lick teachers in the following ways: Partner new teachers with a mentor teacher (veteran staff) Support new teachers to observe their colleagues in action in the classroom Provide model lessons for new teachers Create a bi-weekly "New to JLMS" group, where teachers could ask questions, take opportunities to build community, support one another with classroom challenges, etc. We will also explicitly work to build community as a staff throughout the school year. We will take time to get to know one another at the beginning of the year with staff events like barbecues and social hours, unpack our identities through explicit work on race and equity in bi-weekly professional learning communities, and take time to observe each other in our classrooms through school wide lesson study focused on reading.

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 students English Language Learners (in particular, Long Term English Language Learners and Newcomer students)

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
2017 SBAC ELA results: Standard NOT Met: 48.48% -2.52% change from 2016 Standard Nearly Met: 25.52% +1.52% change from 2016 Standard Met: 17.01% -0.99% change from 2016 Standard Exceeded: 8.99% +1.99% change from 2016	Increase student performance on SFUSD benchmark assessments (Reading Inventory) by 10% school wide and by 8% for our targeted groups (AA and ELs).	Common planning time spent looking at the Common Core State Standards and backward mapping Language Arts units that are in alignment to those standards. Frequent formative and summative assessments to ensure students are progressing. Analysis of student work in grade level and department meetings and adjusting lesson plans to reflect student areas for improvement. Use PD time to continue our reading professional learning communities	We will continue to anchor our work in the "Signposts" reading strategies for fiction and non-fiction texts. We will support all teachers to see themselves as reading teachers and foster a love of reading throughout the school.

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?
% of AA students who met or exceeded standard is 15.75%, slightly up from 15% in 2016. % of English Learners who met or exceeded standard is 14.8%, up from 7% in 2016.	% of AA students who met or exceeded standard is 15.75%, slightly up from 15% in 2016. % of English Learners who met or exceeded standard is 14.8%, up from 7% in 2016. Increase SBAC ELA scores by 10% points school wide and at least 8% for AA and EL students.	

		Teachers will use assessment data to identify students requiring additional support. Data can be drawn from multiple sources that best identify the areas of need. Teachers will work closely in department and grade level collaboration to identify common effective practices to meet the needs of students through strategies such as peer coaching, curricular backward planning, aligned lesson delivery and frequent checks for understanding/assessment. Strategic planning will be required to ensure differentiation is provided for students needing additional academic support (i.e., ELs, AA and SpEd). This includes advanced planning and sharing of information with the Beacon Initiative after-school provider so that additional academic support can be provided as an extension of the school day.
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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 English Language Learners (in particular, Long Term English Language Learners and Newcomer students)

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
2017 SBAC Math results: Standard NOT Met: 62.54% +4.54% change from 2016 Standard Nearly Met: 18.97% -4.03% change from 2016 Standard Met: 9.97% -0.03% change from 2016 Standard Exceeded: 8.52% -0.48% change from 2016 % of AA students who met or exceeded standard is 8.61%, down from 10% in 2016. % of English Learners who met or exceeded standard is 2%, down from 3% in 2016.	Increase student performance on SFUSD benchmark assessments by 10% school wide and by 8% for our targeted groups (AA and ELs). Increase SBAC Math scores by 8% points school wide and at least 5% for AA and EL students.	We will support teachers to use their department collaboration time to analyze the SFUSD core curriculum and integrated non fiction reading strategies from Signposts. As a site we will focus on academic vocabulary words and reading strategies that will help students dive into complex Mathematics problems. There will also be time to plan and analyze student work around common core standards. PDs will provide time for teachers to dive deeper into standards and strategies, and block scheduling will give more time for students to dive deeper into analysis and learning. There will also be a focus on more time for teachers to understand the common core standards. We will support teachers to implement targeted small group/ individual instruction through PD and onsite coaching. We will support teachers to implement Culturally Responsive Pedagogical Practices (i.e. Academic Discourse, 3 Read Math Protocol, Participation Protocols etc.)	Instructional shifts will include the implementation of non fiction reading strategies (Signposts) that will help students dive into more complex word problems, a schoolwide focus on academic vocabulary that pertains to Mathematics content, and more structured planning time to work with each other (understanding common core standards, analyze student work, align SBAC related questions & tasks to curriculum , assessments, & unit plans, etc.) We will continue our partnership with Stanford University's Center to Support Excellence in Teaching (CSET) to provide professional development for our math department. Further, math teachers have invested their free time in providing weekly math tutoring sessions for students before school, at lunchtime and after-school. 8th grade class size reduction will continue to assist in having fewer students per class with the intention of reaching more students and improving their math proficiency levels. Lastly, we will Identify ways in how we can correlate math instruction with other core subjects and making instruction more culturally relevant and/or meaningful for the individual students.

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?
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We currently do not provide Mathematics intervention.	Identify our incoming 6th graders math proficiency by administering a foundational skills assessment. We will support the math department to identify focal students at each grade level and plan/differentiate instruction based on those students' performance on frequent formative assessments.	Basic academic interventions that target basic foundational level math skills. We will support teachers to create academic goal setting plans with students and to progress monitor their progress through conferences and academic contracts.
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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
We are currently using the science curriculum developed by Curriculum and Instruction within SFUSD. Science teachers have been involved in many days of professional development to learn, implement and provide feedback on the new curriculum and its confluence with the Next Generation Science Standards (NGSS). The pedagogy is the same thematically for each grade level and each unit within the curriculum. All hands on activities happen either in the "lift off", "explore or elaborate" sections of each subunit. Individuals are instructed how to work in groups and each unit ends with a culminating project that has a group and individual portion.	Assessment within the curriculum is up the individual teacher. As a district and site, I would like to see this more formalized with performance goals and assessments embedded for each Next Generation Science Standard. Our science department will also be evaluating the CAASPP science test results of students once they take this exam in April, as last year was a test of the test and no results are available.	As a department with a 100% participation in the new curriculum, our current path of collaboration and development has included many days and hours of PD both during school time and after school for paid PDs. This curriculum is said to be "living" in that it is under continual evaluation and renewal. As part of this process, I would like to take our CTP time to work on common assessments for each grade level, both in the form of examinations, standards based assessments, and Claim, Evidence, and Reasoning statements. Beyond that time, teachers will still be awarded the opportunity for paid extra hours through the "prop A" program. At least nine hours of "prop A" time will be allotted for this activity in the 2018-2019 school year. The goal would be to create a bank of electronic documents that can be used for each unit and each grade level as a common form of assessment, including CER and NGSS performance based assessments. Also, with continual feedback to the C&I SFUSD we should be embedding these goal into the curriculum in the form of more scaffolding leading up to the culminating projects.

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

We will receive scores from the 2017-2018 English Language Proficiency Assessment for California (ELPAC) this summer (June 2018) 5.8% of overall students scored advanced, 26.4 scored early advanced, 40.3% scored intermediate, 9.7% scored early intermediate, and 17.8% scored beginning. EL students were unsuccessful in meeting the standards on the 2017 SBAC for ELA. Only 1.4% of our EL students were successful in meeting the standards in ELA and only 3% in Math SBAC testing. ELs are earning an overall 1 point GPA score less than non-sub group students. Our CELDT data shows a 44% reclassification rate, down from the previous year (57%).	A schoolwide initiative for the next couple of years is focusing on the redesignation of students, specifically targeting students that are scoring in the 4 and 5 range on the CELDT/ELPAC. Our goals are to increase SBAC ELA proficiency scores by 10% and Math proficiency scores by 8%, as well as increase RI growth by 10%.	We will continue to work on development and further implementation of language objectives & strategies to meet those objectives. We will also continue to develop skills around other EL strategies (communicative strategies & talk protocols, etc.) Students will continuously view their EL snapshots and create goals for themselves to increase their English proficiency. Teachers will have more time next year to collaborate around lessons involving all of these components with their EL students.
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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?
Currently we do not have a designated health education program, but as the districts works to implement a standardized health course as outlined in the goals of the Middle School redesign will become earlier adopters. In our science classes are teachers are delivering some classes around puberty, sexual health and substance use, including tobacco. PE has units that include the benefits of physical activity and healthy food choices. JLMS's student support team spends a significant amount of time working on its school culture and climate. Each semester we have a PBIS celebration for students as well as multicultural assemblies that include Black History Month and Latino Heritage Month.	JLMS will offer a health education course for every student as part of the Middle School redesign that includes a trimester for all 7th and 8th grade students to attend a health class with a credentialed health teacher. If we receive monies we will pilot this course in the 18/19 school year.	JLMS will continue to offer health ed in Science and will expand our partnerships with CBO's to deliver drug, alcohol and sex education to parents to assist them in their student's development.

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?
JLMS is working to develop a comprehensive VAPA program and is currently offering full compliments of Band, Art, Dance, Drama and Computer Science. The vision for JLMS's VAPA program is develop to the talent and interest of JLMS's students to become creative thinkers and where interest lies to cultivate talent in one of our VAPA classes with the goal of increasing students love of the arts.	JLMS goals include: Exposure of students in 6th grade to 75% of the VAPA classes offered. To build the schools capacity to offer year long VAPA courses in 8th grade in order for students to dive deeper into an art discipline of their choice and interest. To offer students an art background that they might never experienced outside of school. To build JLMS as middle school art school with a direct pipeline to Ruth Asawa School of the Arts.	Development of a master schedule that is flexible and allows more choice to students. Adding a kiln room to the school to allow for stand along ceramics class. Enhance partnerships beyond the dramatic arts to include the visual arts and more music based organizations, tutors, etc.

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 Education program. 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.	What are your targets/ goals? (Elementary, Middle, High) 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?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

Students have daily Physical Education and reach their required minutes from a credentialed PE teacher. Our goal is to create Physically literate students with an emphasis on lifelong wellness, cooperation, and fitness. 7th graders participate in the FITNESSGRAM fitness test in the spring.	All students in the school will do one of the following by May 31, 2018: 1) run 1.0 Mile in 10 minutes or less or 2) improve their 1.0 Mile time by 10%.”	Administration and teachers will ensure all students receive mandated physical education minutes; Grades 6-8 will receive 400 minutes every 10 school days. James Lick MS will 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 Intramural programming, recess activities, after school programming that ensures students are physically active daily for a minimum of 30 minutes.
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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
Computer Science CS1- In this introductory course, students will learn the foundational concepts and skills of computer science (CS). They will transition from being the consumers of technology to the creators of technology, and they will explore how to use the power of computers to solve big, real-world problems. The course is designed to be fun, engaging, relevant, collaborative, and creative. Students will build their understanding of computing concepts using many unplugged activities and will apply their understanding through creative projects in the Scratch programming language, where they will learn to make animations, music, drawings, and games.	Computer Science CS1 All 6th graders will have exposure to CS1-MyCS curriculum at Scratch.mit.edu and Google classroom. All 6th graders will have the opportunity to program the Finch Robotic and allow it run through a maze they created. CS2 All 7th graders will have exposure to CS2-Mobile App development using MIT's app inventor with USF and SFUSD curriculum. CS3 All 8th graders will have exposure to CS3-CS Discoveries using Code.org's IDE and online website with curriculum support from SFSU and SFUSD.	Computer Science CS1 Students will need access to the internet, Google classroom and a Scratch account at scratch.mit.edu Headphones should be available to students for online tutorials and for sound so that they can hear and test the codes they have written. CS2 Access to Android based phones or tablets for testing apps that students created. BBC Micro bit circuit and http://microbit.org CS3 Access to Android and Apple based phones or tablets for testing apps that students created. Circuit playground circuit board

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) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
Our vision is that students at JLMS will be empowered to change the world. And an essential element of this is preparing students to be high school ready and ready to go to college. Over the last 2 years our high school readiness scores have dropped from 47% to 37% indicating a need for focus	To have every 8th grader 100% "high school ready". To provide 8th grade students targeted support around high school applications, increase tutoring support in the Afterschool program and provide more parent support around attendance needs.	Our school counselors and our Beacon Director will design lessons to help students understand what "high school ready" means. They will engage college going focused CBO's to target our African American students to deliver small group instruction, develop action plans for success at school, & assist with parent workshops.

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?

This school year, JLMS staff attended weekly PD on Monday afternoon from 2:15-3:45. Meetings ranged from Culture and Climate PD that covered topics such as restorative practices, PBIS, and race & equity issues; and ILT PDs, focused on reading across all content areas. We also held meetings in small departments where teams backward planned their curriculum, analyzed student work, and aligned their instructional practices. We have leveraged a balance of PLCs, direct input, and affinity groups to allow for both breadth and depth when building community. Both Instructional Lead Team members and Culture and Climate lead team members facilitate their colleagues in weekly common planning time (CPT) to further strategize on how to tailor and implement the school-wide priorities. As mentioned above, we are developing three key focus areas for the 2018-2019 school year. We call them the 3 Rs- Reading, Restorative Practices, and Retention. We will build off the work of the ILT this year to ensure we are fostering a love of reading school wide and a focus on reading growth through explicit practice. In this work, we will pay particular attention to how we are supporting our English language learners through explicit structured oral language practice, vocab development, and accessible content. The Culture and Climate team will lead us in conversations around race and equity, reflecting on our individual and collective identity and discuss how that shows up in both our classroom instruction and meeting dynamics. We will also explicitly work to build community as a staff throughout the school year. We will take time to get to know one another at the beginning of the year with staff events like staff and family barbecues and social hours, unpack our identities through explicit work on race and equity in bi-weekly professional learning communities, and take time to observe each other in our classrooms to align our practice in order to best support James Lick Middle School students.

School-Wide Action Step(s)	How will you resource this?
Create professional development calendar to serve as a guide for the where the school's faculty is going and define for the teachers the intended learning outcomes. Ensure the professional learning calendar has time set aside for backward planning time for teachers to build powerful instructional units and develop common assessments and rubrics to monitor students' progress. Core teachers will meet with content specialists and coaches from the C&I department of SFUSD. Distribute teacher leadership by continuing the work of the Instructional Leadership team and the Culture and Climate team.	(Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) Monday will continue to be an early release for JLMS so PD will built in to our master schedule. In addition to that teacher will be able to use Prop A professional development hours will to support additional collaborative time with teachers and encourage teachers and staff to attend workshops, conferences, and outside of SFUSD professional learning opportunities.

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.)	20% of students at JLMS have an IEP. 35% of these students receive services in four self contained classrooms. The additional 65% are included at least 75% of their day in general education classes with supports from a teacher or a paraprofessional with 6 co-taught classes throughout the school.	We hope to increase the number of students from the self-contained class to one academic course using the inclusion model.	We will review students IEP's to determine which students in the self-contained could be supported in a co-taught classroom. The capacity to do this will come through professional development of Sp. Ed. and general education teacher and coaching through district supports.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	JLMS has a disproportionate number of students that are undocumented youth, Foster Youth and FYIT as well as Children of Incarcerated Parents		

		To increase individual counseling supports to students and families. Develop and expand small group counseling supports to students whose parents are incarcerated. With the addition of the Beacon Director we hope to expand CBO's on campus that support these category of students.	We provide a wellness center with two full social workers who can provide socio-emotional support. This team along with our counselors will continue to offer small group sessions to our Children of Incarcerated Parents; will work to increase attendance support to our FYIT with central funding resources; enhance our Pride club and continue small group counseling for students that identify as LBQT. Our Parent Liaison will continue to provide workshops and resources to families that are undocumented. Finally, we will leverage our new Beacon Director to enhance our supports through outreach to CBO's.
Student Engagement/Attendance	14% of our students are chronically absent overall. Our chronic absenteeism for our African American students is 38% which is disproportionately high. In addition our African American students are suspended nearly 4 times more often than any other group of students on campus.	Our goal is to reduce suspensions and out of class time for our AA students by half.	We are increasing our focus in school professional development to conversations around race and equity to develop a clearly understanding of our own cultural bias and how they play out in our classrooms. We will be focusing much of our teacher professional development on providing culturally responsive learning environments, and using restorative practices and deescalation training to build and keep relationships strong and repair harm. Community circles will be the focus for staff to truly build relationships with students that punitive discipline can be minimized.
School Culture/Climate	Currently at midyear, are suspension of students has not changed from the previous year.	Our goal is to eventually reduce our suspensions to zero, knowing that it is an ineffective way to follow up on student misbehavior.	We are reinvesting in restorative practices PD and training. We will be using our early release time to coach and provide additional training for staff to build our PBIS.
Social Culture/Climate	JLMS students survey responses have been up and down over the last 2 years. In the 16.17 SY when the school focused on AA achievement there were favorable scores from all students. This is indication that JLMS staff with regular focus and coaching can impact our students' scores on the SEL survey.	Our goal is that 80% of students respond favorably to the SEL/CC survey over the next 2 years.	See Student/Engagement above.
Wellness Policy	25 students out of 620 students eat lunch at JLMS. Although this number is higher at lunch a small proportion of our students eat school meals.	We have been working with Student Nutrition at various levels throughout the school year to enhance our nutritional offerings through student surveys, small group discussion and education. We hope also hope to leverage additional monies being offered through the Beacon Initiative to provide for more staff at lunch to provide structured activities to engage and increase students physically in addition to their P.E. time	JLMS will be expanding the breakfast program by bringing breakfast to the classroom. This will include class presentations on nutrition. The school will be restructuring to a one period lunch to maximize resources for targeted supports lunch time activiti... during the lunch time.

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.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" 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:

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:

We believe that the partnering of families with the school 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. At JLMS we have one Parent Liaison that works with all of our families with a heavy focus on our Spanish speaking families. The work thus far has been to educate them on issues related to their students' academics and age development as well as supporting the parents on needs related to the larger socio-political climate. As we move into next year JLMS will be using new resources given to us through the Beacon Initiative to add a part-time Parent Coordinator to provide additional support in reaching our African American families. This will allow for JLMS to develop a family support team to enhance the services provided to families will growing collaboration with outside CBO's. We will be working to engage our families in the three most obvious opportunities: SSC, PTSA and ELAC. In the next 2 years we will build off our success from this year in recruiting and engaging parents to participate in our ELAC. With shifts in leadership in our PTSA JLMS has an opportunity to leverage parents on the ELAC to recruit new parents (with a focus on 6th grade parents) to join the leadership of the PTSA. JLMS will take the additional task of building an AAPAC to engage our African American families—work that has begun with our teachers who are coordinating our BSU. Our Student Support Service Team will continue to build resources using our Family Support Team to target outreach and referrals to CBO's to our higher needs students and families and when necessary wrap them with the services they need to be successful. Overall we will continue to provide workshops on DACA, the developmental needs of the middle school student as well as drug and alcohol. JLMS will continue to look for opportunities to celebrate successes as a community like Loteria, Math night and our Spring Open House. As JLMS builds its community school focus we are committed to developing partnerships between families, school staff, business, and community partners. We will build new partnership to align to the needs of our students and families. Our goal is to be sure that families feel welcome, and know how they can be involved.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

All families will receive communication for all school events via weekly paper and/or electronic newsletter, weekly. Targeted outreach (emails, phone calls, and the like) to families inviting them to participate in programs, school events, and community referrals Successful outcomes: Parent surveys goal 1: 80% of respondents respond that JLMS is a welcoming place 60% will respond that they are familiar with the communication expectation 80% of respondents will say they feel "fully informed" about their child's education Parent participation goal 2: Increase participation of African American 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?

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input 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:
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List 1-3 current or potential community partner(s) who are address these needs.

Jamestown Afterschool Program (Now a Beacon Center) Good Samaritan Instituto Familiar de la Raza

What are your specific goals or objectives for these partnership?

The goals for our partnerships are that they serve our students and families in a way that accelerates our progress towards our schoolwide vision and goals.

What actions will you take to deepen your school's partnership with community organizations?

Build our Family Support Team by leveraging the parent coordinator from the Beacon Center. Continue developing workshop opportunities for parents. This year focus was on DACA, English Language Learner classification and support; and drugs & alcohol education. Expand to include a broader understanding of the middle school student age development; Restorative Practices and social media savvy.

How will you measure the impact? (Quantitative and/or qualitative data)

Our beacon director will use school level academic data and attendance/behavioral data to determine the impact that these partners are having on student academic performance. Also we will compare attendance data at workshops and events from the 17.18 SY to the attendance at the same and additional workshops in the 18.19 SY.

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 = \$8,850

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

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

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

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

Allocation = \$89,183

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

Funding in this category will be used to pay for 0.85 FTE of salaries to certified teaching staff charged with providing effective supplemental instructional services to students in the area of English Language Development for a total of \$75,808. The supplemental classes are used to assist students identified as EL with the goal to reclassify as Fluent English Proficient. In addition, the remaining funding of \$13,377. from this source can be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating an effective supplemental instructional program (such as, but not limited to: English 3D and AVID Excel materials).

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

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

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?

No funds provided

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 = \$31,000

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

Funding in this category will be used to pay for salaries of .2950 FTE's (\$30,385) to certified teaching staff charged with sections in the AVID program providing effective instructional and/or support services to students identified as being both English Learners and Socioeconomically Disadvantaged. In addition, funding from this source (\$615) will be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating an effective instructional program. The use of the funds for FTE's is targeting students who are EL or who would be the first to attend college and so by providing them the necessary exposure to college and career and strategies for studying these students will be prepared to tackle the rigors of high school and to better prepare them for success in college.

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 = \$341,500

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?

Funding in this category will be used to pay for salaries to certified teaching staff. In addition, funding from this source can be used to pay for supplemental materials, supplies, technology, and/or other instructional tools that assist in facilitating an effective instructional program.

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)

- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

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 = \$157,949 (31500)

How do you plan to use these funds?

Funding in this category will be used to pay the salary of a 2nd Social Worker (\$108,265) & .47 FTE's (\$49,377) of a counselor with the focus on providing support services to students identified as being Socioeconomically Disadvantaged and/or ELL. In addition, the Social Work position will work to implement a more robust Restorative Practices implementation that involves training and support to the teaching staff to integrate RP into their classroom routines. Finally, together they will provide professional development to the Student Support Service Team & faculty to help support our neediest students with socio-emotional learning and because we have two Social Workers, our MTSS Social Worker will be able to focus on our truant students by diving into data, improving or Tier 1 interventions/celebrations around attendance, and providing more individual supports to our families around their individual attendance needs.

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

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

1% Title I Parent Set Aside = \$1,579

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

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

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 3/1/2018

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

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

Impact & Innovation Awards = \$0

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

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)

Principal's Innovation Fund = \$100,000

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

How do you plan to use these funds?

JLMS intends to use the funding provided by the Principal's Innovation Funds to 1) Continue to develop the leadership at JLMS (Site Administration, Instructional Leadership and Culture & Climate Leadership teams to develop training's and Professional Develop around literacy and the implementation of Restorative Practices in all JLMS classrooms; 2) Create structures and avenues for teacher to develop a student center practice through release time for teachers to conduct classroom observations; stipend Leadership Team members for PD planning, offer extended time for one on one coaching, and substitutes for absences related to conference attendance.

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

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)

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)

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*)

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:
1.5	1.0	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
			YES
Other:	Other:	Other:	Other:
Asst. Principal 1 FTE	VAPA 2.2 FTE	MPD 1.0 FTE	CS/Math .7 FTE

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.

1. Establish a high functioning, nurturing wellness center to help support the daily needs of our high need students with our counseling, social worker, and nurse faculty.
2. Provide a robust Visual and Performing Arts program to our students, enabling them to engage in meaningful artistic curriculum to help fully develop their personas during these adolescent ages.
3. An added administrator will help support the closing of our achievement gap by focusing on the implementation of our common core curriculum, teacher professional development and support services from an instructional standpoint.

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 checked="" 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: 9/21/2018
<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: 9/21/2018

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
Tim Reidy	Principal	
Rob Gellar	SSC Committee Chair/Parent	
Ben Meyer	Teacher	
Cesar Corizaca	Teacher	
Oswaldo Ortiz	Parent Liaison	
Eric Uribe	Teacher	
Loretta Pollard	Parent	
Sumaria Shakeel	Parent	
Dorthy Hoffman	Teacher	
Asha Bryant	Student	
Yasmin Yim	Student	
Layelle Mertaban	Student	