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

| School | **Lincoln, Abraham High School** |
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| **Principal** | Sharimar Balisi Manalang |

## SCHOOL VISION & CONTEXT

Abraham Lincoln High School is a large comprehensive high school whose goal is to provide an outstanding college preparatory education for every student. Every course offered is aligned with district graduation requirements and A-G entrance standards. Along with a rigorous academic curriculum, Lincoln's strength is based upon teacher leadership and in the many academic , athletic and extracurricular programs that allow students to pursue their own interests in a nurturing environment. Relationships are at the core of student achievement at Lincoln High School . The staff recognizes the importance of cultivating relationships with both students and the families in order for the students to be successful all four years. The equity mission at Lincoln is to constantly examine issues of personal identity, race and gender. As evidenced in the WASC 2018 report, ALHS strengths are the following:1. Students have access to real-world connections and experiences in a wide-array of classes 2. The availability of outreach, mental health and social emotional wrap-around services for all students 3. A clear sense of student belonging and valuing of diversity at ALHS 4. The community partnerships at ALHS are strong 5. The recognition of the stakeholder to improve student access and outcomes for all students. The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below: 1. Ensure enrollment in all programs, pathways, and academies are representative of our diverse student population 2. Offer more opportunities for students to explore post-high school opportunities in careers 3. Establish an academic support system for incoming 9th grade students with a focus on EWI, African American, Latino, and EL students and include Special Education Students In addition, the visiting committee has identified critical areas for follow-up that need to be addressed: 1. It is imperative that the site explore Professional Learning Communities 2. The site needs to utilize multiple data sources when addressing instructional and programmatic decisions 3. Create a more efficient means of communication to ensure that the necessary stakeholders receive critical communication 4. Ensure that all students have access to the various and diverse academy, program, and course offerings 5. Clearly identify the guaranteed and viable curriculum in all subject areas. Mission Statement: Abraham Lincoln High School addresses the needs of our students, leading to individual and community growth beyond graduation by preparing youth to contribute positively to our global society. We celebrate ethnic, cultural, and language diversity, learning capabilities, and the career interests of all students. We provide students with a rigorous and varied academic curriculum. The Abraham Lincoln community encourages an active voice for all stakeholders, nurturing responsible, respectful and resilient problem solving and critical thinking in a 21st century global community.

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/aao/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/aao/DataDisk/ | Contains data for the following Strategies in Action | Data in Report |
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| **Mid-Year Performance MetricsK-8 only** (School-wide and sub-group performance, separate SFUSD report included for comparison to the district) | ▪ 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 2016-17Window 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) | ▪ 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) | ▪ 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) | ▪ 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) | ▪ Instructional Core: ELA, ELD and Math<br>▪ Student-Centered Learning Climate<br>▪ 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) | ▪ Instructional Core: ELA, Math, Other Subject Areas<br>▪ 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** | ▪ 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** | ▪ Instructional Core: ELA, ELD and Math<br>▪ 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):**
The focal group at Lincoln High School in ELA are African-American, English Learners and Students with Disabilities.

*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 student reach mastery? | What instructional shifts will be required to achieve these goals? WASC Ch.5 |
|---|---|---|---|
| Lincoln scores in English Language Arts school-wide were among the highest compared to other district high schools,however they still show a significant achievement gap when compared to focal students African American , English Learners and Special Education. Grade Point Average data reflects similar gaps. 65-74% of the students at Lincoln scored proficient on the ELA SBAC over the past 3 years. The 9th grade IWA scores have been consistent across all subgroups for the last 2 years. | Increase the percentage of African American students meeting or exceeding standards by 8-10%. In addition, increase the percentage of English Learners meeting or exceeding standards by 8-10% | ELA Department will work together to analyze SBAC data to ensure best practices to support students' work. | |

During Leadership and Department meetings, teachers will continue to analyze grade data. Teachers will be share best practices and participate in professional development that is focused on grading equity. Class sizes in 9th grade English will be capped at 30 to allow for more individualized instruction. All 9th and 10th grade teachers will give the SRI. Data will be used to assist students in finding their independent reading book, and set individual reading goals. Students will complete projects based on the independent reading books. Teachers will use the Lexile scores of their students to differentiate their curriculum and increase student skills. IWA data is used to help students develop and improve their writing skills. Students learn how to use the IWA rubric to help develop their understand assignment expectations. English teachers are using Common Core Spirals, check for understanding strategies, peer walkthroughs to refine their teacher practices. More professional development focused on use of Illuminate will help teachers access, interpret and use the various forms of student data available.

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*Academic Tier Two* - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program?  If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

| Analysis of Results for Language Arts-Intervention | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required specifically for your focal students to achieve these goals? |
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| According to formative and summative data, our focal groups are African-American, English Learners and Special Education. Although each of these groups, score higher on ELA assessments, grades and attendance measure that counterparts across the high school division, the gap with Asian and White student remains significant. Our African American, English language learners and our students with disabilities are under performing on the SBAC compared to other student groups. On the IAB, these focal groups are at or above the District average, however are still performing at lower levels that other students. The SRI results are similar in that our subgroups are out performing the rest of the District, but are not performing as well as our other students. | Performance goals for are still tied to GPA, SBAC results, other measures mentioned previously and ultimately, consistent, increased graduation rates by ethnic or programmatic group. Raise our African American performance to 49% from 44% in ELA proficiency on the SBAC, which would match their performance on the IAB measures. Raise our students with disabilities performance on the ELA SBAC to 39% proficiency from 34%. Raise our ELL students proficiency from 16% proficiency to 21% on ELA. Based on the IAB results, these targets are within our reach. | Interventions for focal students in ELA (non-ELL) include credit recovery courses, English tutoring and general tutoring through the After school program every day, teacher office hours, the addition of English electives such as CSU Expository Writing, as well as teacher collaboration around grade level calibration and articulation as described above in the Instructional Shifts for all students. EL teachers sharing best practices around norms, strategies and language objectives implemented during common planning time. Students with IEPs enroll in a study skills course, and case managers provide one to one support. Writing across the curriculum is included in all courses. The YMCA after school tutoring, and in class peer tutoring program supports all students. Increase in access and use of technology in the classroom. |

## 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):**
The focal group of students at Lincoln High School in Math are African-American, English Language Learners and Special Education students. Full implementation of the Common Core curriculum is expected in the Math Department. Teachers will be supported by professional development.

*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 | 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 |
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| In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. | | | |

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| Lincoln's school wide scores in Math were among the highest compared to other district high schools, yet still reveal a significant achievement gap when compared to targeted students such as African American, English Learners and Special Education, Students. GPA data reflects similar gaps that are the most severe compared to other core subject areas. Over the past 2 years, 57% of our students scored proficient on the math SBAC exam. When the math department analyzed the data, it was found that our students are strongest in concepts and procedures and weakest in communicating and reasoning.. Our math department has been working over the last few years implementing Common Core math practices that include Complex Instruction. Our math teachers are using materials provided by the District and use their common planning time to meet in curricular groups. As a school community we have been analyzing grading data and have noticed that there is a higher number of Ds and Fs in math when compared to other subject areas. The math department has been revising their homework policy and have implemented test corrections and retakes to increase student success | Ultimately the goal for Math achievement is to see growth on assessments with GPA data and results in more students taking more than four years of Math. Furthermore, we need to see a decrease in students needing credit recovery in Math. We want our students to increase their test scores to 65%. We will continue to use the District assessments to guide our practices. | The Math Department will utilize a school-wide protocol for student work to examine and reflect on the work of our focal group of students. Train teachers how to analyze IAB and SBAC data to strategize how to best support students in problem solving , communicating, reasoning and showing concepts and procedures. | Teachers will use the SFUSD Math Core Curriculum Core State Standards. The instructional strategies identified supports Teachers and students as we continue our move away from a more directive style of teaching Math and toward a more inquire-based style. When working with the Common Core State Standards for Mathematics, one main question is, "How can we help students keep the focus on personal and group sense-making, understanding, and reasoning as they become confident problem solvers?" In some ways, changing the content standards (what we learn) is the easy part. It is changing the mathematical practices (how we learn) where the challenge lies. The shift needs to be toward helping students to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. It is a practical resource of teaching strategies and tools that allow all our students the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment.. The SFUSD Math Core Curriculum promotes discourse in the teaching and learning of mathematics. Each unit of study within the Core Curriculum has four rich math tasks as well as lesson series that are premised on group work The school community has determined that one of our main priorities is to lower class size by increasing group work and creating skill level groups to meet the instructional needs of all students. Teachers will continue using and improving on complex instructional strategies . Math teachers will continue to use technology to enhance instruction and will meet consistently in curricular groups to collaborate , share best practices and plan instruction. |

***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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| At Lincoln Tier 2 students are viewed as any student with D or F grades in Math courses or students in credit recovery as a result of Math grades, analyzed through departments and the SAP team that includes grade level and program counselors. GPA data drives the discussion around Tier 2 students and is informed by on-track data, attendance/truancy, citizenship marks, suspension data, and Wellness services referrals. Drop in tutoring by many math teachers during lunch and after school. The after school tutoring center has enabled many students to increase skills and gain more confidence in math. Lowering class size in 9th grade Algebra allows students more access to curriculum and a smoother transition into high school. Co-teaching is effective for students with IEPs. | The target for Tier 2 students is to decrease the number of off track students and to decrease failure rates in Math courses. Students will increase their communicating and reasoning skills in math. The number of students with Ds and Fs will decrease. | Providing incentives to students who access the after school tutoring program; continuing to keep 9th grade Algebra class sizes lower; monitoring and identifying students who need interventions early; academic counselors facilitating SST/SAP meetings to create an academic intervention plan for struggling students. Lincoln will continue to require students to take 4 years of math to prepare them for college level math and increase opportunities to meet A-G requirements. |

## 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<br>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?<br>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?<br>WASC Ch.5 |
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| Lincoln prides itself on a strong Science program and an ability for all students to complete four or even five years of UC "D"lab sciences. Lincoln Science offerings include Biology, Conceptual Physics, Chemistry, Marine Biology, Physiology, Biotechnology, Advanced Biotech, AP Environmental Science, AP Physics and AP Biology. All Lincoln students are programmed in 9th grade Biology. .Nevertheless, 9th graders have struggled in Biology and especially Black and Latino 9th graders. | The goal is for all students to take a third year of laboratory Science for UC and CSU "recommended" course work. Also work is needed to calibrate grading systems in Biology and Physics to increase pass rates. Targets for EL students at Lincoln are reclassification rates combined with GPA data and graduation rate. This goes for our African-American and Special Education students. | |

## 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)<br>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)?<br>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?<br>WASC Ch.5 |
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| Although graduation rates for EL students at Lincoln have averaged over 80% for the last five years, that's still 8 - 10% behind the school wide rates. CELDT data has been uneven for the last number of years as far as the number of students making at least one year's growth and numerous Long term ELs show achievement gaps on multiple measures compared to school-wide data. Statistically the two largest language groups at Lincoln, Chinese and Spanish also show different data points and different academic and support needs. Over the past 2 years our EL student numbers has been increasing, this year we have 220 EL identified students, in particular our Newcomer population. Our reclassification rate of ELLs is 26% which is higher than the District. We currently have 143 long term ELL students, and 52 have an IEP. | Graduation rates and college matriculation continue to be the ultimate performance, however benchmarks such as annual CELDT, common assessments and SBAC should show steady growth given the commitment to the ELL interventions to ensure mastery. Continue to reclassify ELL students through District process and administering the SRI as needed. The SPED and ELL departments will work in tandem to reclassify SPED ELL students. Our target is to reclassify 50% of the SPED ELL students. Academic counselors will continue to monitor progress of our long term ELL students. | In all pathways, teachers will use the tools and resources of SF Unified School District's Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds and differentiated resources, Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of English Language Development. In addition, our EL counselor will work with our EL Coordinator to assure redesignation for students will take place. The EL Coordinator will also coach teachers and provide PDs for all staff. |

## HEALTH EDUCATION CORE CURRICULUM

| Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, | Based on analysis, describe site's goals for a balanced, comprehensive health | What shifts will be required to achieve these school-wide goals? What resources |
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| BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data<br>In a narrative, describe what your analysis of the data says about your school. | education program.<br>What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year? | or support will be required to achieve these goals? |
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| Our 2016-17 Culture Climate survey shows that 67% of students feel that the school climate is conducive to learning, and 75% of students feel safe at Lincoln. Our data shows that there are gaps in responses when comparing students, families and staff results. Students show lower percentages than those of families and staff. For example, only 56% of students feel that rules and expectations regarding behavior are made clear, compared with 90% of families and 71% of staff. Similar gaps are seen around sense of belonging/school connectedness. | Our goal is to decrease the gap between students, families and staff on the SFUSD Culture Climate survey, particularly around the areas of knowledge of behavior expectations and connectedness to the school. All 9th grade students are enrolled in a required one semester, health education course. All 10th grade students receive supplemental health education lessons through their physical education course. School-wide teach-ins have been conducted around various health topics that include cyber safety, stress management and gun violence. Our Wellness center provides services and workshops for students and staff to increase knowledge and awareness of various health related topics. The Wellness center Youth Outreach Worker program provides classroom presentations on the health risks of smoking | Continue focus on supporting transition to high school for 9th grade students. This will be accomplished through Freshman Leadership Institute, Welcome assembly, community building classroom activities and transition meetings for incoming 9th grade SPED students. Continued use of restorative practices by faculty and staff with in increase in training and awareness opportunities. Continue to promote student awareness and involvement in GWHS clubs/groups. Develop presentations for health classes that focus on expectations for behavior, especially regarding physical violence and verbal abuse. Continue to provide time for student leadership and site WE CARE team to meet and plan activities that increase a positive sense of being accepted, valued and included by other resources required to achieve these goals include professional development, extended hours and building on our strengths as a school community. |

## VISUAL AND PERFORMING ARTS

| Narrative describing site's vision for a balanced, comprehensive arts program.<br>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)<br>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? |
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| Lincoln HS offers a wide variety of VAPA course options to students. These course offerings give students the exposure to and experience of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to explore new pathways for expressing their identities, skills and styles. Course options include beginning, intermediate and advanced levels in visual art, computer art, drama, vocal music, band, orchestra and dance. | Our goals is that 25% of students who complete their 1 year VAPA graduation requirement will enroll in an intermediate or advance VAPA course. | Continue to promote VAPA courses as viable elective options for students. Continue to showcase student work in VAPA classes through performances and showcase assemblies. The PEEF Arts & Music funding will enable us to reach our VAPA goals. |

## 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.<br><br>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)<br><br>Refer to the Physical Education section in the Central Services Supports Guide.<br><br>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? |
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| Our master schedule reflects that students receive the required physical education instructional minutes in the 9th and 10th grades. Our PE courses ensure that age-appropriate, developmentally appropriate, and sequential PE courses are provided for all students in 9th and 10th grades. Lincoln also offers PE elective courses for students in 11th and 12th grades. | Our Physical Education target is to improve aerobic capacity for 70% of 9th and 10th grade students in our identified focal groups through standards based PE curriculum, SMARTE Goal and e-portfolios. | The shifts required to achieve our target include analysis of fitness gram data, F4L concepts, fitness and health pre and post test assessments. The PEEF PE funding will enable us to reach our PE target. |

## 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<br>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.<br>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?<br>WASC Ch.5 |
| --- | --- | --- |

## 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<br>(using indicators suggested above)<br>WASC Ch.2 | What are your targets/ goals? | What shifts will be required to achieve these goals?<br>WASC Ch.5 |
| --- | --- | --- |
| In order to better prepare our graduates for post secondary opportunities, we need to immerse our students in genuine experiences and align their learning with 21st Century skill set . Lincoln houses multiple college and career-focused pathways to provide multiple outcomes for students; rigorous college-preparatory curriculum and practical, career-based experiences grounded in 21st century industry. Lincoln houses four Career and Technical Education (CTE) "academy" programs that are smaller learning communities within the large comprehensive high school that allow for students to develop a sense of belonging and support. The Lincoln CTE academies are Information Technology, Finance, Green and Teacher Preparation. Each program follows a similar structure of a three year elective sequence, cohorted academic classes, integrated curricula and unique experiential embellishments related to the career focus. In addition, Lincoln supports a four-year Architecture and Engineering Pathway as a sequential elective program that also includes internship opportunities, job shadows, guest speakers and student competitions. Lincoln's Biotechnology program also has a two year option, with the advanced course serving to provide access to relationships with industry, a long-term partnership with UCSF and Genentech, graduate level laboratory work and innumerable other community partnerships. Each pathway has also identified concurrent enrollment or dual enrollment capstone courses at CCSF. Lincoln's AVID program as well serves to engage students in college literacy coupled with the skill sets and habits of the mind that ensure post-secondary success. AVID is a four year elective program that is explicit in it's support of students towards four-year colleges through multiple levels of academic and social emotional development systems. Lincoln is working with CCSF pathway in Mandarin language for post AP for both native speakers and Immersion students. In addition, we have a partnership with CCSF to have college courses such as Psychology and Ethnic Studies on site. Lincoln has pursued to expand the dual and concurrent enrollment relationship with CCSF. More than 400 Lincoln students will have taken CCSF courses over the past two years. | Integrate capstone projects (portfolio or project) reflective of real-world experiences into the high school continuum for all of our graduates. Targets for students in our various career pathways programs include that all students exceed A through G requirements in all subjects, experience at least one job shadow, internship, or career-related experience. We also envision that all students in the various pathways will experience at least one college visit and complete CCSF concurrent enrollment, Advanced Placement or other forms of college-level rigor while in high school. The ultimate measure for pathway success is four-year college acceptance and matriculation rates. Every Lincoln student will have the opportunity to take CCSF courses while at Lincoln and will be supported. Continue to provide academic and college counseling to students; monitor academic progress towards graduation; target our focal group of students to register for AP courses, and the SAT/ACT exams. | ALHS needs to look at our instructional practices so that we can embed project based learning, career readiness and work based learning in a personalized pathway to better prepare our students to meet the Graduate Profile; we will invest in the associated and targeted teacher professional development. We will develop curriculum alongside faculty and industry professionals. We will align CTE curriculum to CCSS standards. Each pathway is committed to outreach, recruitment and support of underserved students. Each pathway is steeped in project-based curriculum and instructional strategies that emphasize the student voice and productive struggle with complex, real world issues. Each program requires teacher leadership in interdisciplinary coordination and curricular planning. School will continue to focus on outreach, support and evaluation of the relationship with CCSF Application process support days are given to seniors and juniors during week of college application due date and SAT/ACT test dates. Support for seniors with the FAFSA application process through College Night event, classroom presentations by college counselors and open computer lab times to complete applications with assistance. |

### 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?

| School-Wide Action Step(s) | How will you resource this?<br>(Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) |
|---|---|
| The ALHS ILT (Instructional Leadership Team) works with site admin to design school-wide teacher professional development that is responsive to the needs of Lincoln teachers and advances the equity mission of the school. The ILT worked to develop Professional Learning Communities based on shared problems of practice related to teaching and learning. This includes, but not limited to, Consultancies, Data In Action Analysis (EWI students) Study and Instructional Walkthroughs On site Wednesday PD's have focused on ELD Instructional Standards, Strategies and Practices (Language and Content Objectives), technology, building relationships, analyzing student data and grading. Through these PD action steps our faculty and staff have deepened their understanding of how student engagement manifests itself in a variety of classroom settings. The spring PD focused on EL best practices and strategies. As a result of developing the framework for Teaching and Learning at Lincoln, work around African American, English Learners and Special Education students, achievement at Lincoln, it is apparent that students and adults experience Lincoln in vastly different ways based on personal identity as it pertains to race, ethnicity, sexuality, English language proficiency, socio-economic factors and personal experience. As a result it is clear that the school needs to develop an equity curriculum for school adults to be able to have the time and space to reflect upon the student experience in the context of the core curriculum and college preparatory outcomes.As an administrative team, we engage in weekly PD which includes academic readings and classroom walk throughs. PD is also planned for the leadership team during block period once a month. The focus of the leadership team PD includes culturally responsive teaching, equitable grading practices and academic conversations. On site Wednesday PD's have focused on technology, building relationships, analyzing student data and grading. Through these PD action steps our faculty and staff have deepened their understanding of how student engagement manifests itself in a variety of classroom settings. | The leadership team meets once a week during 2nd period. Department chairs are given an additional prep period to attend these meetings and manage department business. Teachers use common planning time to meet in departments and curricular teams. Prop A hours are used by teachers to engage in PD opportunities outside of the contracted work day on and off campus. English, Math Social Studies and Science receive substitute days to collaborate with their departments, share best practices and develop common assessments and sequencing. Multilingual PD Assists out EL Coordinator with developing PDs for all staff every Wednesday. |

## 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.)** | Lincoln Students with Disabilities compare favorably with similar students across the district, students with IEP show disproportionate struggle in key data points, more than any other student demographic or programmatic group. | The focus will continue to be on GPA as formative data and graduation rates as summative data while closely monitoring suspension rates for each student incident with a deference to restorative practices. Decrease the number of students with disabilities earning Ds and Fs by 10%. Increase the number of co-taught classes by 5%. | |
| **Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)** | | | |
| **Student Engagement/ Attendance** | Again in attendance, Lincoln's rates outpace the district and the high school division yet we do see gaps when the whole school is compared to specific traditionally underserved groups of students. | Truancy rates are checked quarterly and annually. Continue to support all students and families around attendance/truancy. Increase our overall attendance by 5% for each sub group. | Attendance liaison works closely with SAP teams on truancy and individual student interventions. Truancy letters are sent monthly and autodialer calls are made daily if a student is absent from even a single class. Continue to foster a sense of community through programs, clubs, athletics, After School Program, Wellness, and VAPA to increase students' sense of belonging. Continue to reach out to families needing support around attendance via academic counselors, Wellness, and SST process |
| **School Culture/Climate** | | | |
| **Social Culture/Climate** | | | |
| **Wellness Policy** | | | |

## 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 |
|---|---|
| ☐ Supporting Strong Relationships/Facilitating Two-Way Conversation<br>☐ Linked to student learning<br>☐ Valuing diversity/speaking up for every student<br>☐ Sharing power & decision making<br>☐ Connecting families to community resources | ☐ African American families<br>☐ Families of English Learners<br>☐ SPED<br>☐ Foster Youth<br>☐ Homeless<br>☐ 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:**

Back to School Night Tip Sheet for Teachers Before school starts or at the beginning of the year have some form of introduction with each family in your class ( home visits, class play date, summer letter introducing yourself and asking for a response to learn about the child and family, sending getting to know you surveys, etc.). Teacher introductions prior to or in the beginning of the school year establishes a positive relationship, eliminates nervousness from families, shows professionalism, and opens lines of communication. Know the date for Back To School Night at least a month in advance and start promoting it through: Attaching flyers to HW assignments, newsletter, school messenger, face to faceinteractions, and personal invitation from students, etc. Get your students excited about parents attending Back to School Night by creating classroom incentives; they are your best recruiters! Create a classroom environment where all students are reminded that they are able to accomplish their goal by designing with school staff a school wide "Achievement for All" theme for the year. For example, "Read To Succeed", "Yes We Can", etc. During back to school night share with families the importance of the theme and classroom strategies to reach classroom goals and how these goals are connected to the school wide theme (Success of all students). In addition, for families to support the theme at home, have home school connection or linked to learning strategies to share with families (ex. reading at home, help with cooking, read labels, environmental print, etc.). Create an agenda that includes a community building icebreaker -this will allow families to interact and get to know each other. Also, include your vision of teaching - How will you encourage a love of learning through Social Emotional Learning? What skills and knowledge will your students gain over the year and why (Common Core Standards)? Discuss how you will create differentiated lesson plans to reach all students learning levels. Describe your commitment to making sure that every student does well and how family support is needed. Let families know when benchmark assessments will occur and when/how progress reports will be sent home. Provide this information on paper or by email so families don't have to write it down. Present the effects of truancy on students and how families can support students to get to class.

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

Conduct a needs assessment of family interests. Create a more focused effort by site administration, family liaison, Wellness, After School Program and PTSA Board to provide quality programming, guest speakers and specific themes for Lincoln family nights that reflect the interests of our families

## 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?**

| | |
|---|---|
| ☑ Academic Support<br>☐ Behavioral Health & Wellness<br>☐ College & Career<br>☐ Expanded Learning/After-School<br>☐ Physical Activity/Recreation<br>☑ School to CTE | ☑ Restorative Practices, Violence Prevention, etc.<br>☑ VAPA or Literary Arts<br>☐ Youth Leadership/Youth Development<br>☑ Parent/Family Support or Partnership<br>☐ Other: **Future Project, 100% Club, Youth Speaks** |

**List 1-3 current or potential community partner(s) who are address these needs.**

Parent Involvement at Lincoln centers on School Loop and then parent voice in the various parent advisory boards such as PTSA board, ELAC, AAPAC and SSC. Parent participation at monthy PTSA meetings is tepid but authentic parent voice is often expressed through the three Family Liaison positions employed at Lincoln, one each for Spanish Language and Chinese Language groups as well as an additional liaison added in fall 2015 for Black families. Lincoln High School engages families through the help of the PTSA and After School program. Generally, we have a large family attendance at Freshmen Orientation, Back to School Night, College Night and Financial Aid Night. These programs have up to 300 parents in attendance. Lincoln Family/PTSA meetings attendance varies depending on the focus of the meeting. We realize that most of the families who attend these meetings are already connected to the school community through their childs' extracurricular activities. Our school website, Synergy and School Messenger are other means of keeping families informed and engaged.

**What are your specific goals or objectives for these partnership?**

Targets for family engagement include fully populated parent advisory boards such as PTSA Board, ELAC, AAPAC and SSC. The school also hopes to see parents participate in volunteer opportunities with the PTSA and attend conferences, SARBs, IEPs and other student intervention meetings. Increase the number of families attending Lincoln Family/PTSA meetings by 15%. Identify underrepresented families and conduct targeted outreach. Continue to schedule ELAC meetings prior to the Lincoln Family Night meetings to increase attendance of ELL families.

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

During the 2018-2019 school year, Lincoln formed its first ever African American Parent Advisory Council (AAPAC) with monthly meetings and agendas centered on identifying problems and solutions for Black students and Lincoln with an acknowledgement that the Black student and family experience is unique and deserves special attention. 2016-2017 school year, AAPAC will form a parent advisory group who will then meet with the principal once a month to discuss their concerns.The PTSA Board continues to advise school administration on all aspects of school governance and provides representatives to the School Site Council.School Loop is the primary tool for school to home communication and 100% of Lincoln teachers use School Loop as a means to report progress regularly.In addition, counselors have hosted various "family nights" by garde level to review graduation and college requirements. Also every spring and late summer, the school hosts an orientation event for the incoming class to dessiminate information and complete the course selection process.

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

Conduct a needs assessment of family interests. Create a more focused effort by site administration, family liasion, Wellness, After School Program and PTSA Board to provide quality programming, guest speakers and specific themes for Lincoln family nights that reflect the interests of our families.

## 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 =** $19,050

The funds are used for classroom materials and supplies as well as testing 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-English Learner (SCG-EL)** 07091

**Allocation =** $128,271

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

At Lincoln the ELAC has approved for use of these funds to support two, full-time Family Liaison positions; on each for Chinese (Mandarin and Cantonese) home language families and Spanish home language families. These funds are also use to support a full time counselor for English Language Learners to facilitate individual graduation plans for every ELL student at Lincoln.

**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 =** $288,234

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

These supplemental funds are used to pay for .125 fte of one full-time Dean of Students, one grade level guidance counselor dedicated to college and career education and support and one full time Family Liaison to support African-American students at Lincoln. This supplemental partially funded position .125 fte is supplemental and it is not supplanting as the other required Dean position is already funded by the General Fund. These funds will be used to support students and families in their need for additional social-emotional support and effective communication. Our supplemental position are also Bilingual (Spanish, Cantonese and Mandarin) to improve communication with students and their families.

**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 =** $15,000

*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?*

School-wide classroom materials and supplies. Chromebook carts for math and science classrooms. These supplemental instructional tools will be purchased to improve student access to technology and the instruction given by the classroom teacher. Google classroom, Google calendar and Google gmail is used on a regular basis in the classrooms at Lincoln. These materials will support students in greatest academic need.

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

**Targeted Instruction Improvement Grant (TIIBG)** 07940
**Allocation =**

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

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

**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 =** (31500)

*How do you plan to use these funds?*

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

**1% Title I Parent Set Aside =**
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy.  **Please ensure that you <u>attach</u> 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 =** $2,500

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

Providing Focal Students and EWI students with supplemental instructional materials to support their academic achievement.

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

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

*How do you plan to use these funds?*

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

**Equity Grant =**

*Identify Sub-group & specific actions*

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

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

*How do you plan to use these funds to support your school-wide actions? (**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 Rtl Facilitator:** | **Hard To Staff:** |
| | | | |
| **Other:** | **Other:** | **Other:** | **Other:** |
| Peer Resources 1.0 | .2 Ethnic Studies Teacher | .8 VAPA Teacher | |

**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.**

CTE - 2.6 fte JROTC - .90 (2 x .45 fte) Librarian - .5 fte Ethnic Studies - .2 fte Computer Science - .4 fte VAPA - .8 fte

## SECTION V: Recommendations and Assurances

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

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

| ☑ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
|---|---|
| ☑ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| | ☑ English Learner Advisory Committee (ELAC) |
| | ☑ Community Advisory Committee for Special Education Programs |
| | ☑ Other *(list)* **African American Parent Advisory Council** |
| ☑ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan. |
| ☑ | This school plan is based upon a thorough analysis of student academic performance.  The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑ | The school held two (2) community meetings prior to the completion of the school site plan.<br>1. One meeting to gather input from the school community including all advisory committees.<br>2. One meeting to present plan upon its completion before **March 23, 2018**. |
| ☑ | 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: |
| ☐ | For Title I School-Wide Program Schools ONLY:  Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑ | This school plan was adopted by the SSC on: **9/27/2018** |

## 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 |
|------|------|-----------|
| Shari Balisi Manalang | Principal | |
| Abby Donovan | Student | |
| Kevin Cauich Tejero | Student | |
| Jorge Goncalves | Teacher | |
| Sunshine Roque | Teacher | |
| Denyse Barris Jones | Teacher | |
| George Ishikata | Teacher | |
| Theresa Moeller | Alternate member | |
| Georgia Bratt | Parent | |
| Julian Quinonez | Parent | |
| Jim Alexander | Parent | |
| Leonor Jackson | Classified | |
| Karen Melander | Alternate Teacher (Alternate) | |
| Camika Stokes | Parent (alternate) | |
| Nathan Tam | Student | |