

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Marina Middle School
Principal	Ginny Daws

SCHOOL VISION & CONTEXT

Marina Middle School is an incredible place!! Starting in 1936, the school continues to grow and flourish through each iteration. We are building a community of students in which we value integrity, nurture creativity, place respect for each other as a priority, foster the curiosity of intellectual abilities, promote responsibility and leadership, appreciate cultural differences and feel safe to be who we are on the inside. Our challenge and our strength is to maintain a sense of family at all times while we allow for building capacity in our students, in each other and in our programs. We are dedicated to closing the achievement gap and raising our overall scores at the same time through rigorous and thoughtful instruction, providing resources for teacher development and building on needs. We have 820 students taking Math, English, Science, Social Studies, PE, Advisory and one of the following options: band, orchestra, art, drama, set design, animation, engineering, computer science, journalism, AVID, Mandarin, Cantonese, or Spanish. In addition, we are partnered with the YMCA after-school program and a number of other community based organizations who provide opportunities for our students that range from hiking, camping and sailing, music and dance events to clubs that meet at lunch. We are passionate about supporting the individual educational journeys of all of our students as we look toward the future, guided by the comprehensive strategic plan of the San Francisco Unified School District's (SFUSD) Vision 2025. We want every child to be part of the magic of learning at Marina Middle School.

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):

Our focal groups are our African American, English Learners and Special Education students at Marina. All of these focal groups are falling behind in achieving proficiency as the following data shows: A.A. students at or above proficiency on the ELA SBAC at 17.6% and on the SBAC math at 5.9%, English Learners at or above proficiency on the ELA SBAC at 14.9% and on the SBAC math at 21.1%, and our Special Education students at or above proficiency on the ELA SBAC at 12.7% and on the SBAC math at 14.7%. Another data point to support these focal groups is the fall grade summary where A.A. students received 13% of A's and 46% of D's and F's, EL students received 27% of A's and 20% of D's and F's, and Special Education students received 21% of A's and 36% of D's and F's. We need to increase differentiation in all classes, provide opportunities for inclusive practices and activities, culturally relevant pedagogical strategies, and ensure that all of our focal students feel valued at Marina through strong relationship building in all classrooms in order to increase proficiency in all subjects.

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
Our white and asian general ed students are mostly performing at proficient or above in ELA. Many of the focus groups are not achieving at proficient levels in ELA (reading and writing).	At least 80% proficient or above for all focus groups on RI testing At least 80% proficient or above on SBAC testing for all focus groups At least 80% of focus groups earning 'C' or higher in Language Arts	Common Planning time to develop units that assess skills in relation to Spirals and common core standards Common Rubrics across grade levels Continued choice of texts that include a diverse population of students AVID Strategies Common Academic language for skills taught	Common Writing approach to foster development over three years (ie. Teacher College Writers Workshop) Development of common assessments for each spiral and the use of common rubric to grade the assessment Novels/text set in common at each grade level to allow for call back from other teachers

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?
Many of the focus groups are not achieving at proficient levels in ELA (reading and writing).	Significant (realistic) growth on RI testing by end of year Growth on ELA testing of SBAC 80% earning C or higher in language arts	Reading intervention semester class (elective) for 6th grade students More frequent use of RI test Student goal setting of RI growth

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):

Our focal groups are our African American, English Learners and Special Education students at Marina. All of these focal groups are falling behind in achieving proficiency as the following data shows: A.A. students at or above proficiency on the ELA SBAC at 17.6% and on the SBAC math at 5.9%, English Learners at or above proficiency on the ELA SBAC at 15.2% and on the SBAC math at 12.6%, and our Special Education students at or above proficiency on the ELA SBAC at 12.7% and on the SBAC math at 14.7%. Another data point to support these focal groups is the fall grade summary where A.A. students received 13% of A's and 46% of D's and F's, EL students received 27% of A's and 20% of D's and F's, and Special Education students received 21% of A's and 36% of D's and F's. We need to increase differentiation in all classes, provide opportunities for inclusive practices and activities, culturally relevant pedagogical strategies, and ensure that all of our focal students feel valued at Marina through strong relationship building in all classrooms in order to increase proficiency in all subjects.

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
Overall, according to SBAC math results, Marina Middle School's proficiency for 2016-17 is 55.8% which is a 9.7% increase from the previous year of 2015-16 proficiency level of 46.1%. The 2016 6th grade cohort increased from 45.4% to 59.8% proficiency in 2017 when they became a 7th grade cohort. That is an increase of 14.4%. The 2016 7th grade cohort increased from 48.2% to 57.7% in 2017 when they became an 8th grade cohort. That is an increase of 9.5%.	Based on the analysis of the results, our target goal is to increase the proficiency level by at least 5% for each grade level.	The instructional practices that we need to ensure all students reach mastery include, but are not limited to, gallery walks, group posters, student presentations, think pair share strategy, math talks, give one/get one, turn and talk, and 3-read protocols.	The instructional shifts and supports that we need specifically for our focal students to achieve these goals include, but are no limited to, checking for understanding, peer to peer teacher observations, qualified paraeducator/push-in support, and increased teacher listening to increase student participation/collaboration.

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?
According the the SBAC results, African American students decreased by 2.1% from 8.2% proficiency level in 2015-16 to 6.1% in 2016-17. Special Education students increased by 8.1% from 6.6% in 2015-16 to 14.7% in 2016-17. Conversely, according the math benchmark/IAB results, African American students increased by 8.2% when you compare their proficiency level of 14.3% from the 2016-17 Benchmark to their SBAC proficiency level of 6.1% in 2016-17. English Learners decreased by 2.8% when you compare their proficiency level of 18.3% from the 2016-17 Benchmark to their SBAC proficiency level of 21.1% in 2016-17. Special Education students decreased by 3.9% when you compare their proficiency level of 10.8% from the 2016-17 Benchmark to their SBAC proficiency level of 14.7% in 2016-17.	Based on the analysis of the results, our goal is to increase the proficiency levels of African American, English Learners, and Special Education students by at least 5%.	The interventions we need to ensure all students reach mastery include, but not limited to, problem solving cycle, push in teaching for math class, qualified paraeducator support, assistance from district math coaches, peer tutoring rewarded by community service credit or enhanced grades, and homework clinic.

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	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

ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		
Science students at Marina Middle School are currently being taught using the science curriculum developed by Curriculum and Instruction within SFUSD. The sixth grade has been "fully implemented" with students having textbooks and access to the curriculum on www.sprocket.org. All students in the 7th and 8th grades this year are receiving the "field test" version of the same redesigned curriculum developed by the Curriculum and Instruction department in SFUSD. All 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. As for this year the results demonstrate that more focus on Claim Evidence Reasoning (CER) statements be implemented. The projects thus far are weak in the area of evidence and the student's recognition of providing evidence (both from readings and experiences in the classroom) as a means of supporting a scientific claim along with an explanation of scientific phenomena. 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 CER 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)	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
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		
Marina Middle School began the 2017-18 school year with 197 English Learners. Marina has reclassified 59 students. The remaining English Learners are made up of 34 Newcomers, 37 Developing, and 129 Long Term English Learners. They average a 2.7 GPA with Science being their strongest academic subject and Social Studies being their weakest academic subject. On the SBAC, English Learners meeting or exceeding standards grew by 7.7% in English Language Arts and by 1.7% in Math from the 2015-2016 school year to the 2016-2017 school year. English Learners have not achieved proficiency on the Reading Inventory nor on the Integrated Writing Assessment. In years past, English Learners report below the school average in Social-Emotional well being.	Our targets are to continue the increase in SBAC scores for our English Learners with a 7% increase in meeting or exceeding standards on the 18-19 testing. We will increase our math scores by 5% for English Learners for meeting or exceeding standards on the math benchmarks, math tasks and the math SBAC. To increase the social-emotional well being of our English Learners, we are offering EL Elective courses so that they have the opportunity to explore different subjects such as art and computer science. We will also offer a zero period of chorus to all students interested.	Marina Middle School will provide English Learners the following supports, across all content areas: language objectives, structured language protocols, scaffolded access to complex texts, conversation sentence starters, visual thinking strategies, etc.

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	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
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In a narrative, describe what your analysis of the data says about your school.		
90% of Marina Middle School students took the Social Emotional Learning/ Culture Climate survey. By analyzing the Social Emotional Learning/ Culture Climate survey results, I can see that we are down 2 percentage points for Climate of Support for Academic Learning, and also down 2 percentage points for Growth Mindset. However, we are up 2 percentage points in Social Awareness. Most of the other categories remained with little change over the course of this school year. To me, these numbers show a few different things. Although we have several opportunities for students to receive extra support, such as homework clinic during lunchtime and the after school program, they may not necessarily be taking full advantage of these support systems. One overall goal would be for all of the numbers that did not increase, which most of are roughly around the 60th percentiles, to increase into the 80th percentiles and to show improvement through this next school year. We hope to show closer attention to climate and culture to see these numbers go up.	In the 2016-2017 school year, Marina was one of the few middle schools in our district to pilot the new Health Education program in middle schools. During this school year I was teaching 6th grade Health Education, with about ~120 total students taking this 9-week course as part of their elective wheel. Now, our master schedule ensures that all 7th graders take Health Education as a mandatory elective class.	One support that will be required for all students to receive Health Education classes is for more teachers at Marina to be available to teach this class. In the 2016-17 school year we only had one credentialed health teacher, and now in the current 2017-18 school year we have two credentialed health teachers. Ideally, having more teachers available to teach this as a mandatory elective would allow more students to access these classes. Some of the units of the SFUSD Health Curriculum include Social and Emotional Health, and LGBTQ and Family Diversity. So, addressing these topics in a classroom setting could hopefully open up more ways for our students to feel more comfortable and more supported when they are at school in terms of climate and culture.

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?
Teaching all Marina students, we will keep, refine, and nurture our existing comprehensive arts program. Emphasizing process over product increases student achievement and helps to develop creative and critical thinking competencies that contribute to lifelong learning. The arts give students a sense of value, purpose, and self-efficacy.	As per ESSA, the Every Student Succeeds Act, arts and music will be recognized as core subjects. 100% of all students, including students with IEP's, English Language learners, foster youth, and disenfranchised students, will have equal access to discrete arts and music classes. 100% of all students will know how to integrate creative problem solving into their work and how to approach problems and challenges creatively from multiple perspectives. VAPA teachers will use the CA VAPA Framework to identify specific learning outcomes.	Support is need to retain 2.6 VAPA teachers. A major shift in thinking at Marina is needed so that we can develop a schedule that allows for 100% of all students being placed in discrete arts or music classes. (Remedial pull out will take place in all core classes.)

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?
To educate students to be able to create a self-paced developmental fitness plan based on fitness test scores in order to improve the five components of fitness.	Middle school students: Students will be able to create a 4 week fitness plan addressing the needs for improvements on the five components of fitness. Students are encouraged to set goals to improve one of their five components of fitness.	A template created for the students where students only need to log the number of repetitions performed for that particular exercise. Students will require access to iPads to create ePortfolio, update fitness logs, and submit to instructor for feedback.

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	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
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For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2		support will be required to achieve these goals? WASC Ch.5
<p>Computer Science CS1- MyCW 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.</p> <p>CS2- App Inventor App inventor is an intermediate computer science (CS) course designed for students who have already taken CS1-MyCS. Students will deepen their foundational understanding of computing concepts, and they will learn to design and develop real, downloadable apps for Android devices that will help other people. A primary focus of CS2 is to help students understand how CS can help us improve the world. Students will make many types of apps, including games and slideshows. In their final projects, students will apply design thinking or collaboratively develop an app that will be used for positive social impact or to address a community need or challenge. The goals for this course are to:</p> <ul style="list-style-type: none"> - Introduce computer science as an engaging and relevant discipline. - Develop foundational skills and knowledge in computer science. - Strengthen problem solving and critical thinking skills. - Foster creativity, collaboration, and communication. - Explore issues raised by present and future societal impacts of computing. - Demonstrate that all students can be successful in computer science. - Students will explore and create apps that are relevant and related to their interests. <p>CS3- Code.org's CS Discoveries (JavaScript) CS3-CS Discoveries is an intermediate computer science (CS) course designed for students who have already taken Course 1 (MyCS) and CS Course 2 (App Inventor). Students will deepen their foundational understanding of computing concepts. Students will learn to design real apps for Android or iPhones using bloc codes or Javascript at Code.org. A primary focus is helping students understand how CS can help us improve the world. Students will make many types of apps, including animation drawing, games and other educational apps. In their final projects, students will apply design thinking to collaboratively develop an app that will be used for positive social impact or to address a community need or challenge.</p>	<p>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.</p>	<p>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. Finch Robotics Para support for students with IEP's. CS2 Access to Android based phones or tablets for testing apps that students created. BBC Micro bit circuit and http://microbit.org? Para support for students with IEP's. CS3 Access to Android and Apple based phones or tablets for testing apps that students created. Circuit playground circuit board Para support for students with IEP's.</p>
<p>Social Studies Students demonstrate application of higher-level critical thinking and analysis skills through work with primary source documents (text, artwork and realia). Students demonstrate collaborative skills through successful execution of group projects. Students continue to need ongoing support for academic language development to enable fluency in presenting and describing their thinking.</p>	<p>Social Studies Increase student independence in high-level analysis. Increase self-advocacy and leadership among all group members. Increase academic language fluency in service of empowering student achievement in Social Studies and across the curriculum.</p>	<p>Social Studies Continue to offer scaffolded support for analytical thinking through modeling metacognitive strategies Utilize strategic pairing and grouping to give students increased opportunities to demonstrate knowledge to peers and contribute to class knowledge base. Continued staff development around academic language and scaffolds Utilize AVID strategies such as Cornell notes to offer cross-curricular academic skill support in a consistent, student-centered manner.</p>
	<p>Drama Increase ability of students to transfer speaking skills learned in Drama to other disciplines. Expand student creativity to reach further into unfamiliar settings and new ideas.</p>	

Drama Reluctant students consistently achieve a shift from non-verbal or minimally verbal (in class) to a level of comfort with public speaking/performance. Students demonstrate fluency with discipline-specific vocabulary. Student creativity is supported through student-generated scene work and improvisation.

Drama Heterogeneous grouping based on language fluency in addition to class performance. Give students the opportunity to observe facets of life and society beyond what they see every day in order to support creative thinking.

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
High School information night with families of 7th and 8th graders. 8th grade counselor presents information about all high schools in San Francisco, and invite staff from College and Career Readiness and individuals from special application process to inform families more about different career pathways in high schools. Time for High School Tours 8th grade counselor contacts high schools about their tour information. 8th grade counselor encourage families to schedule a minimum of 2 visits to understand which school culture will be best for the student and families. High School Night 8th grade counselor creates slideshow and present Information about High School Nights are provided to families to attend and are offered opportunity to visit walk around campus and allowed to meet with staff and students. College Field Trips- 8th grade counselor schedules, coordinates and chaperones field trip. Each year the 8th grade counselor chooses a different school from the year prior, in order for students to experience different colleges, UC's, CSU's, Community Colleges, and Private Universities. College and Career Advisory lessons 6th/7th/8th grade Advisory lessons are created for students to practice research on colleges and career paths. One lesson encourage students to plan their ideal future career, family, lifestyle, etc.. The assignment then directs students to figure their salary, what careers makes that annual income, and what pre-requisites are needed in order to achieve that specific career. This is a reflective assignment where students will focus on at school to achieve those goals.	Expose students to as many higher education opportunities as possible. Introducing challenging rigor and also expose them to learn to communicate with teachers and other adults.	In order to communicate most effectively with families, it is critical to have on staff who speak and reflect what communities they serve- Teachers, Counselors, Parent Liaisons, etc. Families feeling their concerns are heard, and having translators readily available as much as possible. Requesting guest speakers into classrooms or assemblies in which students can identify with. E.g If there are guest speakers who are born, raised, educated in SFUSD and working in professions students can admire. Students are able to identify with them and able to envision their future goal(s). Creating a culturally inclusive school Creating support classes with Math and Reading. Students throughout the school have difficulty with being on the Reading and Math grade level.Creating these additional resources will boost student confidence in learning.

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?

Site based professional development will focus on identity, relationships and inclusive instructional strategies; this will be held twice monthly as a staff. We will utilize teacher leaders and department heads to lead some PD's, i.e. SPED on differentiation in the general education classroom. We will have an ILT made up of educators from across the departments and grade levels that will lead the vision of the school. This vision will be designed through collaboration with all staff members and stakeholders. The ILT will then be the leaders on how this vision looks across the site and will work with administration on what the next steps are to achieve this. Our educators will participate in instructional rounds to experience and learn from each other as well as monthly instructional rounds by administration in order to inform future decisions. We will continue our CPT time for our teachers but will utilize our ILT for cohesion across the site and facilitating agenda design and meeting facilitation.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
1. Instructional Rounds- monthly 2. ILT- meets monthly 3. Professional Development- outside resources	1. Site Funded Sub Release 2. Site budget 3. Principal discretionary funds

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.)	Centralized database of health conditions and medications by year group updated regularly by the school nurse.	Special education students in general education classes with supports, either a teacher or a paraeducator.	Professional development on differentiation in mainstream classes as well as instructional rounds focus on inclusion in all classrooms.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	As we have no formalized data for these populations, we work on a case by case basis with the social worker.	Tier 1 & 2 students who are frequently out of the classroom due to walkout, teacher referral and disengagement.	Counselor push-in support to assist student and teacher in the classroom to increase learning time for student. Increase lunchtime clubs to support vulnerable students. Design days to celebrate differences for whole school.
Student Engagement/Attendance	We currently have 4.4% chronic absenteeism which is down 2.2% from the previous year and 2% lower than the district average. Our focal populations of African American and SPED students chronic absenteeism has decreased this year with our EL population increasing slightly at .6%.	We will target our focal populations of African American, SPED and EL students to improve attendance. We will decrease our chronic absenteeism by 2% for the 2018-2019 school year.	We will utilize our attendance secretary to provide up to date attendance data so that we can contact families at the earliest notice of absenteeism. We will utilize our counseling staff to meet with students and families to provide support and resources for improving school attendance
School Culture/Climate		We will increase our favorable responses to 70% for all categories for all students. We will increase our favorable responses from staff to 80% across all responses and look to increase our family responses to 93% favorable.	Professional development on restorative practices, de-escalation strategies, and communication to strengthen relationships amongst staff and students. Advisory support groups run by counselors 2x week. Continue to work with community partners to provide social emotional support through lunchtime groups.

	Our family responses to all four categories (Academic learning, Kindness and fairness of discipline, rules and norms, safety and sense of belonging) with all responding favorably over 90%. Our student responses were all above 58% favorable with our highest being 68% for Academic learning and the lowest with 59% responding favorably to rules and discipline and sense of belonging. Our staff responded favorably with all answers above 60%. The most favorable response was for academic learning at 74% favorable and the lowest was safety at 60%.		
Social Culture/Climate			
Wellness Policy	Mandatory health class for 100% of 6th graders at Marina. All students have mandated minutes for physical education according to district guidelines.	Provide healthy choices to all students, staff and families through lunchtime activities, after school events and activities, and continued partnerships with families, community organizations, and nutrition services.	Healthy eating club- lunch club Continue our partnership with nutrition services on improving food service for our students. Support after school physical activities such as volleyball, soccer, track, baseball, softball, and start a dance team.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: The child's first and most influential teacher is the family. Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on. <ul style="list-style-type: none"> <input 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 type="checkbox"/> Connecting families to community resources 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
<p>We have bilingual staff supporting in our main office, counseling team, teachers and family liaison, plus supports from our YMCA, CYC, common sense etc. Connecting with culturally responsive community agencies that can provide resources and support to families at school and in the neighborhood communities that students reside in. Providing professional development for all staff on identity and relationships with students and families. Providing culturally relevant professional development and resources to staff.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>We have average 20-30 parents in our PTSA/ELAC workshops, specifically over 100 families attending our high school info workshop. Culture & Climate Survey, SSC Meetings, PTSA meetings, Attendance data, grades summary for focal populations,</p>	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<ul style="list-style-type: none"> <input type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
Community Youth Center (CYC), Chinatown Community Development Center, Marina Counseling Center, Booker T. Washington Community, United Playaz, Westside Community Center, AJANI, Magic Zone, partnership with local library to provide workshops.	
What are your specific goals or objectives for these partnership?	
<p>We are working with these community partners to increase supports for all students but targeting our focal populations and students who are showing the need for additional supports through our SAP and SST process. We also hope to increase the communication and work with all of our partners in planning and implementing cultural celebrations for the whole school with the majority of involvement from the students working with these organizations. A goal is to increase the community partners presence on campus during lunchtime to support target populations.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>Fund our school social worker for a full time position to be the main liaison between the school site and community organizations. Continue to find new partnerships for our students to work with us to lead lunch groups and support planning of celebration days.</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	
<ul style="list-style-type: none"> - Decrease of discipline data for targeted populations. - Grades for targeted populations - SST and SAP reviews 	

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 = \$6,200

Money would be used to purchase developmentally appropriate curriculum and supplies to best meet the students' IEP goals.

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 = \$71,726

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

\$56,859 funds two 0.5 bilingual paraeducators to support ELL students in class and in using technology, leaving a balance of \$14,867. The balance will be used for supplies to support EL students such as chromebooks, and iPads reserved for EL students to use. As mandated by EC 60605.8 and EC 60811, Marina will continue to improve upon the instructional delivery for the English Learners in the designated ELD, SPED, and Gen Ed classes for learning content knowledge and English language proficiency. During the content CPTs, ALL teachers are expected to review ongoing formative and summative data to improve all students' proficiencies in reading, writing, speaking, and listening. Data analysis include finding trends from the Milestone Tasks, Math Benchmarks, RI, IWA, SBAC Math, SBAC ELA, and SEL surveys. This money can be used to hire consultant(s) that support English Language instruction and assessment, hire substitutes to release teachers from their classrooms so they can observe other teachers, or purchase Chromecarts to support EL instruction. Teachers and parents will be polled to prioritize funding.

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?

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?

We fund 0.2 of our librarian's salary (\$20,789), and supplies for EL class support (\$10,210).

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

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

Targeted Instruction Improvement Grant (TIIIG) 07940

Allocation = \$0

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

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 = \$208,030 (31500)

How do you plan to use these funds?

We will use these funds to fund one additional FTE counselor (\$97,051) and 0.5 of our school social worker (\$61,524) and extended certificated hourly (\$1799) for work with our instructional leadership team and supplies (\$10,210). The remaining (\$35,366) is used to provide an extra prep period for our EL Coordinator.

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 = \$2,080

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.**

Funds will be used for printing costs and supplies for parent engagement events and refreshments for parent engagement events.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 9/28/2018

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Consultant Fees for Trauma Informed Practices, Implicit Bias, and Identity training over two years for staff (\$50,000), 'Academic Conversations' books for staffwide PD (\$1000), Study Island (\$10,000), and chromebooks for student use (\$39,000).

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:
	0.50	0.50	0.50
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
0.80 Librarian	0.20 CSR- Math	0.20 Multilingual	

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.

Social Worker- Connecting us to community resources, providing mental health support and resources for students, and lead 504 meetings and follow up on next steps and working closely with our highest risk students. Nurse- Manage immunization records, health plans, and records. Also, manage getting health information out to staff, provide health training for staff and handle emergencies. Family Liaison- Works to increase parent engagement.

T10- establish relationships with students and provide a safe environment for all at Marina. Librarian- Manages textbook distribution, teaches to all English classes weekly, updates our website, and opens the library at lunchtime for students. CSR Math- reduce class size in core math classes. Multilingual- provides an additional Spanish language course as an elective.

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: 9/28/2018
<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: 9/28/2018

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
Theresa Heckathorne	Teacher	
Melissa Mountain	Parent	
Michael Franco	Student	
Camilla Penne Salazar	Student	
Cece Kaufman	Parent	
General Moyer	Student	
Stanley Vong	Teacher	
Kim MacPherson	Parent	
Ginny Daws	Principal	
Emily Leicham	Assistant Principal	
Donna Mankus	Teacher	
Stephanie Andrews	Teacher	