

**SFUSD**SAN FRANCISCO  
PUBLIC SCHOOLS

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

<b>School</b>	<b>Mission High School</b>
<b>Principal</b>	Eric Guthertz

### SCHOOL VISION & CONTEXT

Mission High School is a Community School at which each student will be prepared to achieve their goals and dreams as individuals and to positively contribute in their communities as world citizens. Vision We will achieve our mission by using an Anti-Racist Teaching framework to ensure critical thinking and literacy instruction that is schoolwide (in every classroom, across all curriculums), uniform, systematic and standards-based · nurture and develop a connected and unified community through strong personal relationships between faculty, students and community, intended to support each student to be academically successful and socially responsible, and · identify and support a high caliber staff of committed and hard working professionals who engage in conscious, intentional and ongoing analysis of our student achievement data, Anti-Racist Teaching, and school systems. ESLRs (Student Learning Outcomes) Every Mission High School Graduate will be... · A Complex Thinker · Prepared for post-secondary endeavors · An Engaged, Open-Minded and Tolerant Community Member · Technologically Skilled Schoolwide Priorities (through Anti-Racist Teaching Lens) This 3-point plan allows us to develop very focused and intentional programs and supports for all of our students.

1. 1. Analyzing Student Work in collaborative Teams and Departments: Utilizing student work to drive instruction, inform our teaching practices, and support student achievement at the highest level.

2. 2. Family and Community Engagement: Emphasis on Post-Secondary Success at all grade levels to ensure our students are academically prepared, eligible, and have a deep awareness of all post-secondary options upon graduation from high school.

3. Post-Secondary Success: School wide Family Engagement Plan to create meaningful partnerships, build strong relationships, and deepen avenues of communication with all of our families in order to support our students from the moment they enter our front door.

Mission Structures for Supporting our Vision and Goals: Distributive Leadership: Teacher Leadership: Department Chairs and Program Leads (Newcomer and Special Education) meet with the AP weekly to plan department work; lead department meetings 2 times a week and participate on bi weekly Leadership Team meetings to plan PD, set and lead priorities for the year, and implement the school's academic plan (BSC). In addition the school has an SSC that is informed by the ELAC and AAPAC (African-American Parent Advisory Council) – they all meet monthly and convene together and separately depending on the task at hand.

Daily Classroom Practice: Teachers use a daily agenda to communicate academic goals and actions. Language objectives are expected to be included in the agenda. Culturally relevant curriculum and pedagogy are areas of curricular focus in order to support ALL of our students at a wide range of entry points. One example of this is: The Math Department has been implementing Complex Instruction – group discovery based instruction – for several years and all have CCSS Math Practice and "How I am smart in Math" posted. Based on Robert Marzano's work we are introducing academic language school wide in conceptual clusters starting this year.

Professional Development: Bi-weekly staff meetings are focused on Professional Development. ELD is an ongoing strand. In the past three years we have reviewed the Literacy and ELD standards school wide. We have reviewed SIOP strategies and distributed 'Making Content Comprehensible for English Learners' several times with teacher led workshops.

Common Planning Time (CPT) and Department Planning Time: Grade level teams meet 3 times a week during the school day to focus on student intervention – referrals to Wellness, SST, etc.; and teacher practice – analysis of student work, disaggregating grades, etc. In addition departments meet twice-weekly to align curriculum (Vertical and Horizontal), disaggregate student grades, implement Common Core Curriculum, align curriculum to CA ELD Standards (across content areas) and align to CA Literacy Standards.

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

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

## SECTION I: Overview and Key Components

### Overview

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

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

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

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

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

### Key Requirements

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

#### These requirements include:

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

## SECTION II: School Data Profile

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

Follow this (<https://district.sfusd.edu/dept/rpa/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####\_Mid-Year\_Summary\_2017-18**". This folder includes the following reports:

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

### NOTES:

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

### SECTION III: School-Wide Analysis and Plan

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

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

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

#### Strategies in Action: Classrooms

##### School Plan

##### Instructional Core / Engaging and Challenging Curriculum

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

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

#### LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

##### Identify Focal Group(s):

African-American Students: Through our Anti-Racist Teaching Pedagogy build teacher efficacy and skill via opening week and ongoing PD, continue building our AA Achievement Courses, and ensure that when looking at data we always put AA student data front and center. English Learners: As above, plus PLC's focused on EL students through the path from NX to mainstream, and continued building on our Writing is Thinking Work that we have begun with SFUSD support.

**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
	We are currently focusing on developing students reading, writing, critical thinking skills.	We are working on different literacy strategies that increase student comprehension and ability to respond critically about texts. Furthermore, we are continuing our work on developing students' skills in different writing types: Narrative, Argumentative, Informative and Research	Shift to new Sheltered core curriculum based ELD courses aligned with CORE English courses and in collaboration with English department. Focus on intense reading strategy support especially for students reading well below grade level. Extended Expository Writing Course offerings. Increased focus in all-staff PD on literacy (and ELD) strategies. Identification of a teacher-leader as our literacy coach for the year.

With anti-racist teaching as our lens and overarching thread in the work that we do with our students, the English Department is dedicated in reaching all students, by meeting their individual learning needs. We do our best to have students access the work that we are doing in class, by scaffolding materials, and creating an environment in which all students reach comprehension and are able to respond to text or the work that we do in our classes. One example making work accessible under the umbrella of anti-racist teaching is by teaching various reading strategies that make the reading more digestible for students with language development needs, or those who are not reading at grade level (as evidenced by RI test). Furthermore, we ensure that students are able to relate and connect to the content of our reading material,. By creating anticipation guides, writing journals, students build schema and background before reading complex texts. As a department, we evaluate the rigor and quality of students' work by analyzing the material and looking at the ways in which we, as instructors, can improve teaching and learning in our classrooms. We use our department time to discuss planning and grading students' work. As an anti-racist teaching school, we work diligently ensure that our upper division classes such as Honors and AP reflect the demographics of our school.			
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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?
We continue to see a gap in SBAC performance for AA, and EL students in the LA assessment. Similarly we see this gap with the SI as well.	Increase SBAC Language Arts Proficiency by 10% for AA and EL students in 11th grade and increase SRI scores for the same two groups by 10%.	Small group tutoring with our newly formed Bling Bling tutoring group. Continued focus on analyzing student work in CPT/PLC groups. Continue focus on anti-racist teaching especially in terms of grade disaggregation, portfolios and student academic support. Increase the amount of teacher coaching we offer for Language Arts teachers and increased access to district PDs.

## MATHEMATICS CORE CURRICULUM

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

**Identify Focal Group(s):**

African-American: African-American Students: Through our Anti-Racist Teaching Pedagogy build teacher efficacy and skill via opening week and ongoing PD, continue building our AA Achievement Courses, and ensure that when looking at data we always put AA student data front and center, especially math achievement data. English Learners: English Learners: As above, plus PLC's focused on EL students through the path from NX to mainstream, and continued building on our Writing is Thinking Work that we have begun with SFUSD support and utilizing math teach-alike to focus on EL Strategiess in mainstream and NX math course.

**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	What instructional practices are required to ensure all	What instructional shifts and supports will be required
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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. <b>WASC Ch.2</b>	<b>targets/performance goals?</b>	<b>students reach mastery?</b>	<b>specifically for your focal students to achieve these goals? WASC Ch.5</b>
<p>Teachers are committed to anti-racist teaching. Teachers collaborate, analyze data from exit tickets, and reflect on how to continue to teach all students. In small groups (subject teaching teams) teachers continue to explore ways to promote equitable participation in their classes. Teachers report that participation has become more equitable, especially after implementing interventions (such as participation quizzes and assigning competence, and displaying student work). The department has a focus of student voice and we participate in peer reciprocal observations, specifically to track student voice in math classes. Through these observations, we have broadened our definition of student voice and worked to make our classes more student centered.</p>	<p>For many years, we have focused on increasing math learning for our African American and Latino students. We have succeeded in making upper level courses (AP Statistics, AP Calculus, Algebra 2 Compression, and recently AP Computer Science) more accessible to all students. We intentionally create diverse sections of these courses so that the demographics match the demographics of the school.</p>	<p>Complex Instruction- all math teachers are trained in complex instruction. Students work in heterogeneous groups with a focus on explaining and justifying concepts in writing and talking. This holds all students accountable to understand the work, not only for themselves but also Collaboration- subject teams collaborate to make the core curriculum accessible to all students. These teams do the math together, brainstorm potential student misconceptions, then make scaffolds and write the lesson plan so that the lesson is accessible to Mission students. We also write assessments together, create a rubric, and look at student work across classes to further evaluate our own practice and ensure all students are learning. This also ensures our classes are consistent from teacher to teacher. Anti-racist teaching- create anchor projects for each unit in which students apply mathematics to real-world issues that affect them. For instance, in the Algebra 2 unit on exponentials, students research a real world topic of their choosing and fit an exponential model to it. Students choose topics like prison populations and deportations and looked up data on how these numbers are changing. We show students how mathematics empowers them to analyze the world around them.</p>	<p>We develop organizational practices across the department (a Do Now, table folders, color coding, exit tickets, participation quizzes, numbering assignments) that help students understand the expectations and routines in a math classroom as it is consistent from year to year.</p>

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

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>We still see a major gap in proficiency rates for AA, Latino, and EL students on math SBAC assessment and district benchmark assessments.</p>	<p>Increase proficiency rates for the targeted groups mentioned previously by at least 5%.</p>	<p>One on one tutoring through Bling Bling tutoring and SFEdfund math volunteers Focus on anti-racist teaching practice through grade disaggregation and student work analysis Continued building standards aligned portfolios for all students in math and all subjects Continue PLC model for teacher collaboration and PD Continue twice weekly department planning time with focus on math interventions built into each math course.</p>

## SCIENCE CORE CURRICULUM

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

Analysis of Results Science-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? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? <b>WASC Ch.5</b>
<p>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</p>		

learning described by the SFUSD Science Core Curriculum? <b>WASC Ch.5</b>		
All students at Mission take NGSS Biology in the 9th grade, followed by NGSS Physics in 10th. At 11th grade, students have the option to take Chemistry, Environmental Science, and/or Plant and Soil Science. Chemistry is a continuation of the district's 3 courses aligned to NGSS standards. Environmental Science and Plant and Soil science are UC recognized D credit courses within CTE pathways. Most students complete 3 years of science, about half complete 4 years of science. In the 12th grade students can take another of the electives listed for 11th or continue into AP Environmental Science if they took Environmental Science in the 11th grade. The department focuses on hands-on, inquiry based instruction described by the Science and Engineering practices in NGSS. We ensure all students are successful by not tracking students and working with heterogenous groups in the classes.	We are currently focusing on developing scientific argumentation with our students.	Teachers will work together in small teach-alike groups and as a whole department as we implement the new district NGSS aligned courses. The department as a whole group meets once a week for 45 minutes to discuss how implementation is going and to make goals/assess progress toward school and district foci. "Teach-Alike" groups meet once a week for 45 minutes to co-plan and implement instruction.

## ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

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

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

<b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b> <b>WASC Ch.5</b>
While our EL students continue to outperform the district for lower drop-out rates and for college enrollment percentages, we still struggle with students on CELDT/ELPAC performance and with low reclassification rates. As an NX Pathway school with a very large 5 of students coming in at beginning levels we know that we have particular challenges however we do see students meet some of those challenges academically via grades, portfolios, and college acceptance as they move through the grade levels. That said we must increase achievement on ELPAC and increase our reclassification rate.	Increase reclassification rate by 15% Decrease EL student absence/truant rate, by 10% Increase ELPAC achievement with a positive trajectory of at least 1%	Writing is Thinking training and class practice. Reorganization of our all of our ELD courses with a sheltered, mixed level approach by grade level with a new reading support course that is leveled and mixed grades. This will shift our teaching practice quite a bit and will require training, collaboration, and ongoing PD supported by our PLC and Early Release models. In addition, through the CALNEW grant, Mission will have a Student Support Liaison (SSL) Teacher to provide literacy intervention and academic supports for Assylee and SLIFE students.

## HEALTH EDUCATION CORE CURRICULUM

<b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.	<b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	<b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b>
We have looked at the pre and post test analytics for Be Real Be Ready, the District Sexuality Education Curriculum.		Deepen CBO ties to Health Course Create opportunities for advanced Health Studies course Create entry points for older students beyond 9th grade that need Health credits MAke college and correction to Health course with support from CTE coordinator in terms of possible internships and shadow opportunities.

	Health Education includes 78 lessons divided between the following 6 Units: 1) Comprehensive Sexuality/Growth and Development; 2) Alcohol, Tobacco and other Drugs; 3) Nutrition and Physical Fitness; 4) Mental, Emotional and Social Health; 5) Safety/Injury and Violence Prevention and 6) Media Literacy, Healthcare Careers and Research Methods. These topics are delivered through classroom instruction, strategic collaboration with Community Based Organizations (CBOS), School Wellness Initiative, and real-life applicable skills trainings (such as CPR training). Foundations of public health are integrated into individual and group research projects and community engagement opportunities.	
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## VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Mission High offers a rich and varied VAPA experience with a wide range of subjects and focus areas with an emphasis on hands on, student centered learning. This year our VAP team came together to create our first annual VAPA Showcase which worked as both a portfolio and exhibition of student work in mariachi, band, computer arts, photography, video, and much more. This work fits squarely into the school's vision of increased PBL and a student-centered learning approach.	Our goal is to increase the number of students taking more than the required one year of VAPA by adding advanced courses, and more course opportunities to increase an already robust enrollment by at least 5%.	The addition of a new Visual Arts course, offering continued building of our photography program, adding a brand new creative writing course, shifting to media arts, and finally exploring the possibility of creating a VAPA CTE Pathway.

## 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?
	Teachers are using Google Classroom and Drive to allow all students to access ,create and update an ePortfolio. Each ePortfolio includes journal entries around fitness concepts, Pre and POST testing scores, SMART goals and continuous progress throughout each semester. Students also include reflections around personal and social responsibility and character. Based on last year's Fitnessgram results, our department goal is to increase upper body strength and cardiovascular fitness. One tools we use is heart rate monitors and pedometers to track and assess their cardiovascular fitness	Shift to implementation of new PE Course Fit for Life which focuses on holistic life-long physical wellness supports for students to improve fitness now and throughout their adult lives. This course will also include yoga, mindfulness and general lifelong fitness.

Teachers in the Physical Education Department are committed to providing a quality program where all students have the opportunity to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. We implement our vision by constantly collaborating and analyzing student work and reflections through an anti-racist lens. Key highlights in our curriculum is having students perform the PRE Fitnessgram testing at the beginning of the school year to set SMART goals for the semester as well as give our students the opportunity to choose the units that they find most interesting in order to improve student engagement and increase minutes of movement. Our department is also looking at data around low engagement amongst student-athletes in our PE classes. Due to this trend, we are currently creating a curriculum to address the student-athlete as a whole. We are combining physical education standards, athletic expectations and AVID strategies to build a successful student-athlete in our community.

## OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <b>WASC Ch.2</b>	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> <b>WASC Ch.5</b>
Teachers in the Social Studies department are committed to anti-racist teaching, collaboration and analysis of student work. The department has a belief that part of anti-racist teaching is developing a rigorous writing program that allows for all students to have the equal opportunity to become successful writers and to see themselves as intellectuals. In order for this to happen, they must have access to engaging assignments and supportive, rigorous environments. An example of our writing program can be seen in the work we have done on implementing research papers into curriculum at all grade levels. We have created some tools for scaffolding, student assessment and teacher reflection through support from the ELA department, teacher collaboration, careful analysis of student work and teacher reflection. This work has greatly impacted students. This work has greatly impacted teachers by setting clear standards for our work. Social studies is a subject that demands expository writing and the reading of complex sources and instructional materials. We are trying to insure that all our students get a chance to practice and develop these skills. We are also committed to engaging all of our students through innovative curriculum. Our department hosts classes in Ethnic Studies in both the 9th and 12th grades, and LGBTQ/Women's Studies class, and a series of classes in Urban Agriculture. We want to grow these classes, as student demand for them is high.	Our department-wide assessment and analysis of our work is based on collaborative evaluation of student work. We have spent a great deal of department time sharing student work and assessing strengths and challenges that remain. We are currently focusing on creating research tools that are teacher and student friendly. These tools will include resources for scaffolding, student assessment and teacher reflection that will be easily transferable to any grade level within the Social Studies department. Through collaboration with the ELA department, we hope to become more efficient and consistent in targeting the critical skills our students need as they move on to college, career and beyond	We will continue to work within our department to implement lessons on improving the skills needed to conduct successful research. Skills such as—but not limited to—reading, documenting and reporting information, and corroboration. We will continue to collaborate with both the EL and the ELA department. We will also continue to collaborate with each other to improve our own practice and student success. This collaboration will require department time for curriculum development, analysis of student work and teacher reflection. We are also determined to systematize our work so that the successes are transferable. In addition, we will need time to observe and support one another with the student writing process.

## COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) <b>WASC Ch.2</b>	What are your targets/ goals?	What shifts will be required to achieve these goals? <b>WASC Ch.5</b>
<p>We have a clear focus on college and career readiness, as evidenced by the many programs available to our students, primarily our juniors and seniors. Evidence of this dual approach can be seen in the recent development (past 4 years) of our Career and Tech Ed (CTE) pathways. Mission currently has 4, 2 year pathways in the following industry sectors: Agriculture, Media Marketing, Peer Resources/Education, and Environmental Science. These pathways work to teach college ready skills in advanced classes, but also partner with industry leaders to provide work-based learning opportunities. Students work on resumes, mock interviews, field trips to industry partners, and internships in related fields. Central to our pathway model is the focus on project based learning, which is evidenced by the multitude of capstone events. The capstones showcase student projects to peers, staff, and industry partners. Lastly, our CTE pathways partner with higher education to provide dual enrollment opportunities. We work with both SFSU and CCSF to offer these classes. .</p>	<p>The CTE departments goals are to continue to grow our pathways into the fabric of the school. It would be ideal if every student could eventually take part in at least one pathway before they graduate. We also are working to increase the amount of job shadow and eventual internships for our students with our industry partners. Looking to offer dual enrollment college classes for seniors on site. CCSF course in career exploration (CRE 61) Fall 2018, College Success (LRN 50) Spring 2019</p>	<p>To grow student participation in CTE programs, we are creating elective fairs to highlight these programs to rising juniors. Work based learning will only happen with continued support of the CTE coordinator position. Coordinator will work with industry advisory boards and district support and identify opportunities and protocols for student engagement.</p>

## Elementary Schools

**What is your plan for promoting college and career readiness?**

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

## Strategies in Action: Schools

In **Transform Learning. Transform Lives**, the “**Strategies in Action: Schools**” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

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

## LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

-Full opening week PD-five days, focused on Anti-Racist Teaching Pedagogy, Writing is Thinking, SPED and EL supports and strategies, data analysis (especially SBAC, on/off track, NSC, and SRI, and reflect on and revise school-wide portfolio expectation and work. -Bi=Weekly whole faculty PD -Twice-Weekly department PD -3 times weekly PLC's built into teachers daily schedules.

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)
<p>-Pre-PD Survey prior to leaving for summer this year -ILT develops full Week PD -Department Chairs develop PD Scope and Sequence -Teams identify PLC topics based on student need and student outcomes. - Developing new PD model for monthly two hour sessions with a focus on literacy, connecting African-American/Latinx/NX students via academic, and MHS developed Anti-Racist Teaching strategies and frameworks. -newly identified literacy coach to offer individual and small group PD as well.</p>	<p>Site budget, Prop A, site funded sub days</p>

## 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
<b>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.)</b>	Over 70% of our students have received services from our Wellness Center, 22% of our students have IEP's and an additional 8% have 504's.	Increase the percentage of NX students accessing wellness and other services by at least 10%. Increase number of activities for school wide ability awareness programs by at least 3 more activities next year.	Full Time Nurse in charge of 504 and Medications Student driven Ability Awareness Team which runs ongoing programs and school-wide activities Fully Inclusive school with teacher PD and ongoing trainings Full Time Therapist on site One area of growth here , if we had the resources, would be a full or part time bi-lingual therapist to support many of our NX students.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Mission has high % of undoc, LGBTQ, and Foster Youth Students.	Increase supports for each of the three groups mentioned in data section.	Continued offering of LGBTQ Studies Course Additional teacher PD's re: LGBTQ student support and awareness. Continue offering wide range of supports and services for undocumented students, including Know Your Rights Workshops, DACA support, and much more. Begin exploring use of Mission Gym for temporary shleter for our homeless students and families.
<b>Student Engagement/Attendance</b>	While we have spent this year with Data in Action focus on attendance this still remains an error of growth for MHS	Increased whole day attendance for all groups.	Many strategies but these include, individual incentives and positive reinforcement , continued to data analysis, individual intervention, foc... on the role of class grades and class expectations to increase student attendance, use of ongoing data dashboard in real time.
<b>School Culture/Climate</b>	School outperformed district average for Culture/Climate Survey for students by 5% in 3 out of 4 categories. In the 4th category, safety, we lagged by 5% and have spent the year focused on this area.	Increase the number of students who identify the saftey as a positive area for the school by an increase of at least 10%.	School wide Positive Intervention Plan, increased peer meditations driven by our peer resource/educator pathway students, continued implementation of tiered system of discipline and re-direction.
<b>Social Culture/Climate</b>	With the exception of Self-Efficacy, we continue to lag behind district average for SEL Survey by roughly 6%	Increase student understanding of Growth Mindset, self-Management, and Social Awareness by at least 5%.	Use of peer resources, CTE Pathways and other hands-on student centered learning opportunities to move school forward in these critical SEL areas. The reboot of our school wide portfolio plan will help to increase student growth mindsets.
<b>Wellness Policy</b>			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach			
<b>Family Partnerships:</b> <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.			
<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation</li> <li><input type="checkbox"/> Linked to student learning</li> <li><input checked="" type="checkbox"/> Valuing diversity/speaking up for every student</li> <li><input type="checkbox"/> Sharing power &amp; decision making</li> <li><input type="checkbox"/> Connecting families to community resources</li> </ul>	<b>Choose at least one of the following focal populations</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> African American families</li> <li><input checked="" type="checkbox"/> Families of English Learners</li> <li><input type="checkbox"/> SPED</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Other:</li> </ul>		
<b>What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:</b> <p>-Rebuild our AAPAC -Continue developing our ELAC with a focus on academic data and academic supports for our EL students -Creating ways to make space and and a place for AA and EL families within existing parent structures such as Principal Chats, SSC, and PTSAs -AA and EL Parent Surveys to explore new ideas and ways to encourage diverse family voice. -Conitnue on our success with whole school portfolio nights for families - Personal phone calls to all incoming AA and EL families by the admin team.</p>			
<b>How will you measure your impact? Measures can include:</b> Culture & Climate Surveys, Academic Data, Attendance <p>-Increased attendance at a wide range of events by AA and EL families -Increased amount of time and contact AA and EL families have access to with school leadership.</p>			
Community Partnerships			
<b>What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Academic Support</li> <li><input checked="" type="checkbox"/> Behavioral Health &amp; Wellness</li> <li><input checked="" type="checkbox"/> College &amp; Career</li> <li><input checked="" type="checkbox"/> Expanded Learning/After-School</li> <li><input type="checkbox"/> Physical Activity/Recreation</li> <li><input checked="" type="checkbox"/> School to CTE</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restorative Practices, Violence Prevention, etc.</li> <li><input checked="" type="checkbox"/> VAPA or Literary Arts</li> <li><input checked="" type="checkbox"/> Youth Leadership/Youth Development</li> <li><input type="checkbox"/> Parent/Family Support or Partnership</li> <li><input type="checkbox"/> Other:</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Academic Support</li> <li><input checked="" type="checkbox"/> Behavioral Health &amp; Wellness</li> <li><input checked="" type="checkbox"/> College &amp; Career</li> <li><input checked="" type="checkbox"/> Expanded Learning/After-School</li> <li><input type="checkbox"/> Physical Activity/Recreation</li> <li><input checked="" type="checkbox"/> School to CTE</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Restorative Practices, Violence Prevention, etc.</li> <li><input checked="" type="checkbox"/> VAPA or Literary Arts</li> <li><input checked="" type="checkbox"/> Youth Leadership/Youth Development</li> <li><input type="checkbox"/> Parent/Family Support or Partnership</li> <li><input type="checkbox"/> Other:</li> </ul>
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<b>List 1-3 current or potential community partner(s) who are address these needs.</b> 826 Valencia, SFCAC, Seven Tepees, Drobox, ScholarMatch			
<b>What are your specific goals or objectives for these partnership?</b> <p>To continue to view and drive MHS as a community school with deep ongoing connections and relationships with a wide range of CBO and other partners to support increased student academic achievement, access to college and career opportunities and supports, and develop new SEL supports for our students via Wellness.</p>			
<b>What actions will you take to deepen your school's partnership with community organizations?</b> <p>Recommit to our Community School Model with quarterly meetings of all 45-50 CBO partnerships. Continue to recruit new and relevant partners Explore possibility of part time Community School Coordinator (funding potentials)</p>			
<b>How will you measure the impact? (Quantitative and/or qualitative data)</b> <p>-Student surveys -Increased participation and attendance -Increased access to internships</p>			

## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$20,650

Funds to be used for additional instructional materials and supplies to support student IEP needs and various modification and accommodation strategies and increased access to technology in the classroom. Roughly \$6,000 set aside for new class computers, the remaining amount set aside for instructional materials and related supplies.

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 = \$167,360

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

Primarily for staffing to support smaller cohorts (class size reduction) in NX Pathway, provide additional assistance to NX students with dedicated counselor. And provide additional instructional materials to support EL student access to the core curriculum and scaffold learning support. In addition to funding staffing as above we are allocating the following amounts in the below described object codes: -4310 (Instructional Materials): \$15,000.00 to support differentiated and appropriate instruction for EL students in both NX Pathway and general ed. -4310 (Instructional Supplies) \$13,039.00 -1105 (Certificated Hourly): \$7,000.00 to support teacher PD and teacher developed PD's/trainings for whole faculty. -5811(Field Trips): \$4228.00 for experiential learning opportunities for EL students

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

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

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

Allocation = \$185,074

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

Primarily focused on staffing: includes inclusion of newly developed courses to achieve school goals, including AVID, CTE pathways, newly designed Computer Science courses, and more ELA support courses at all grade levels for newly mainstreamed students and other struggling students with intention of class size reduction for student learning and deeper support. In addition to the above we are allocating the following amounts in the below described object codes. -4310 (Instructional Materials): \$5,533.28 to support differentiated instruction and instructional access from an Anti-Racist Teaching perspective for LI students. -4310 (Instructional Supplies): \$15,404.00 -1105 (Certificated Hourly): \$8516.00 teacher PD and teacher developed PD and data inquiry work to support LI and struggling students.

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

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

#### 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?

Utilized to support targeted instructional learning materials for above mentioned courses, supplement common core math curricular development, and Language Arts materials to support increased mastery in grade level Language Arts. Additional amounts, as well, to support teacher efficacy and leadership via stipends and EH to create PLC devoted to co-leadership, lesson plan development, assessment alignment, and school wide portfolio work aligned to Common Core, and ongoing grade dis-aggregation. -4310 (Instructional Supplies) \$5118.00 -1105 (Certificated Hourly) \$2000.00

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

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

#### Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$619,800

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?

Primarily used for Professional Capacity to support SSC/Leadership goals of smaller class sizes (especially in our Newcomer Pathway and in co-facilitated courses), increased academic electives, and increased access to high level, rigorous, AP/Honors courses for ALL students. Additional amounts utilized to support targeted instructional learning materials for above mentioned courses, supplement common core math curricular development, and Language Arts materials to support increased mastery in grade level Language Arts. Additional amounts, as well, to support teacher efficacy and leadership via stipends and EH to create PLC devoted to co-leadership, lesson plan development, assessment alignment, and school wide portfolio work aligned to Common Core, and ongoing grade dis aggregation.

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 attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

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

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

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

**Impact & Innovation Awards =**

*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 =** (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	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1.0	1.0		6.0
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
<b>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.</b>			

## SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other ( <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 <b>March 23, 2018</b> .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>3/3/2018</b>
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>3/14/2018</b>

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

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

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

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

Name	Role	Signature
Mark Lau	Parent	
Traci Dauphin	Parent	
Kari Gray	Parent	
Benita Varnado	Parent Liaison	
Eric Guthertz	Principal	
Max Lau	Student	
Fiona Gray	Student	
Eva-Grace Guthertz	Student	
Tadd Scott	Teacher	
Derrlyn Tom	Teacher	
Dawn Woehl	Teacher	
Nancy Rodriguez	Teacher	