



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Presidio Middle School
Principal	Emma Dunbar

SCHOOL VISION & CONTEXT

Who We Are: Located in the heart of the Richmond, Presidio Middle School has been educating students and connecting with families since 1932. The Presidio Panther Pride stands strong with a student body of 1063 6th, 7th, and 8th graders, supported by nearly 100 faculty and staff members. We strive to serve the whole child academically, socially, and emotionally through rigorous and engaging curriculum and strong connections between teachers, counselors, Wellness staff, clubs, performing arts, athletics, and our Beacon Extended Day program. Areas of Success: Our school has strong performance in the ELA and Math SBAC, 71.9% of Presidio students meet or exceed the standard in the SBAC for English Language Arts and 68.3% of students meet or exceed the standard in the SBAC for Math. While our school's data compares positively against other middle schools, our growth overtime as a school site is mixed. Our students report a strong sense of Growth Mindset and awareness of Self-Management and Self-Discipline. Areas of Challenge: There is a 48.2% achievement gap between our White and African American racial groups in the ELA SBAC. There is a 44% Achievement Gap between Asian and African American racial groups in the Math SBAC. In both instances, African American students are our lowest performing racial group. Our Reading Inventory data shows that 32% of our students are reading at Basic or Below Basic levels, that figure rises to 55% when looking at our African American students. When surveyed, only 56% of our students feel a strong sense of connectedness and belonging to school. Key Strategies: Our school is focused on increasing literacy across content areas and providing a great sense of connection to school for all students, with particular focus on addressing the achievement gap, and consequential opportunity gap, facing our African American students.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

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

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

African-American students; English Learners; and Students with IEPs

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
On the 17/18 SBAC 71.9% of our students scored proficient or above. Using Scholastic Reading Inventory as a measure, 68% of our students are reading at grade level or above. Looking at 6th-8th Grade IWA (Integrated Writing Assessment) 65% of our students are writing at or above proficient levels.	Increase SBAC, RI, and IWA proficiency to 75% for all students.	Differentiated Instruction of Core Curriculum to provide multiple access points to rigorous and engaging curriculum. Articulation of scope and sequence across grade levels Use of standards reference assessments and rubrics to allow students to name specific areas of academic strength and targeted growth Sustained silent reading an encouraged option for homeroom activities	

			<p>All academic departments to take on a literacy focus for reading, writing, listening and speaking, research and practice strategies to support this focus, study and share results, refine practice based on results All teachers explicitly naming and teaching strategies to support literacy such as: annotation and discussion protocols, Cornell-note taking and summarizing strategies, written text and visual images to support oral instruction; explicit teaching and usage of academic vocabulary across content areas. Increase student opportunities to express learning through academic writing and/or oral explanations using academic language Adoption of school-wide reading goals and reading campaign to develop a culture of literacy. ELA Department provided with training in effective use of RI data and Illuminate data and assessments for supporting and measuring student growth throughout the year Increase training and targeted use of F&P for EL, SPED, and struggling readers. Support use of grade level team shared preps/common planning to share student work samples and plan instructional moves to support growth in indicated areas Development of shared Academic Objectives and Language Objectives in all classes and subject-areas to anchor all lessons with EL strategies, supporting articulation of standards-aligned scope and sequence across grade levels.</p>
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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?
Although 71.9% of students met or exceeded standards on the SBAC overall, when disaggregated 36.1% of AA students performed at the same level. EL students showed 4% growth between 16/17 and 17/18 and our students with IEPs grew 7% in the SBAC. Performance growth for AA and EL students over the last three years has been mixed, while students with IEPs continue an upward trend.	Increase SBAC, RI, and IWA scores for AA students to 75% proficiency. Continue EL growth rate by at least 5% year on year. Continue SPED growth rate by 7% year on year.	Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices Focal student-led conferences to increase academic ownership and understanding of areas of academic strength and growth EL strands in the core curriculum content areas and ELD/AVID ExCEL homeroom Inclusive practices through co-teaching and para-supported classes Targeted reading groups led by librarian, staff, and teachers during extended homeroom. Use of F&P materials to support emerging/developing ELD and SPED reading goals. Purchase of F&P libraries. Training of three EL teachers, one at each grade level, in F&P methodology. Promotion for All

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

African-American students; English Learners; and Students with IEPs

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. WASC Ch.2	targets/performance goals?	students reach mastery?	specifically for your focal students to achieve these goals? WASC Ch.5
68.3% of Presidio students met/exceeded standards on the SBAC in 2018; entering the 2019 school year 62% of 6th graders, 65% of 7th graders, and 70% of 8th graders met/exceeded standards on the Math SBAC.	Increase SBAC to show at least 75% proficiency in Math for all grade levels.	Differentiated Instruction within the SFUSD Math Common Core Curriculum Math Talks in two 6th Grade Homerooms Math Department engagement in Problem Solving Cycle Math Department coaching and support from Teacher on Special Assignment Math Department provided with training in effective use of Benchmark and SBAC data for supporting and measuring student growth throughout the year and identifying opportunities for targeted re-teaching Opportunities for review, reteach, and reassessment provided.	Development of literacy strategies to support access and engagement in Math talks, collaborative discourse and problem solving strategies, oral and written academic reasoning Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices Focal student-led conferences to increase academic ownership and understanding of areas of academic strength and growth

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?
Although 68.3% of students met or exceeded standards on the SBAC overall, when disaggregated 32.4% of AA, 19.7% of EL, and 18% of SPED students performed at the same level. AA performance on the SBAC is down -5.4% from 2017 to 2018.	Reverse downward trend and increase AA proficiency to 75%. Increase EL and SPED proficiency to rates similar to peers.	DreamBox as supplement to the curriculum and provide review and reteach opportunities. Development of literacy strategies to support access and engagement in Math talks, collaborative discourse and problem solving strategies, oral and written academic reasoning Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices Focal student-led conferences to increase academic ownership and understanding of areas of academic strength and growth. Promotion for All Explore opportunities for peer/teacher tutoring during homeroom.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
All students receive daily lessons in alignment with the Implementation of Next Generation Science Standards 5E Model Engage, Explore, Explain, Elaborate, and Evaluate for teaching and learning across all grade levels; including laboratory activities allowing exploration of Science and Engineering concepts.	Differentiated Instruction of Core Curriculum to provide multiple access points to rigorous and engaging curriculum. Use of standards reference assessments and rubrics to allow students to name specific areas of academic strength and growth Opportunities provided for review, reteach, and reassessment.	Scaffolding to support increase of student literacy and academic ownership in the production of evidence-based reasoning for scientific explanations and engineering solutions, communicating recommendations to address real world problems Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices Focal student-led conferences to increase academic ownership and understanding of areas of academic strength and growth

ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
As of the start of the 2018-19 school year, 10% of our student body is classified as English Learners. Under EL Typology, 12 students are newcomers, 19 are developing, and 86 are long-term ELs. The number of newcomer students enrolling at Presidio has increased significantly over the past year 18% of our long-term ELs are scoring a level 1 or 2 on the ELPAC. 15.3% of EL students were reclassified last year, and the 3-year trend for reclassification has been mixed.	All students will gain at least two levels on the ELPAC, setting a target for a designation rate of 50% based on this the number of students scoring a 4 on the exam.	EL strands in the core curriculum content areas and ELD/AVID ExCEL homeroom Inclusive practices through co-teaching and para-supported classes Targeted reading groups led by librarian, staff, and teachers during extended homeroom. Use of F&P materials to support emerging/developing ELD reading goals. EL Coordinator and AVID ExCEL teacher led book groups for EL students in extended day program. Continued professional development for all teachers in best strategies for English Language Learners across content areas. Use Language Objectives in all classes and subject-areas to anchor all lessons with EL strategies. Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices Focal student-led conferences to increase academic ownership and understanding of areas of academic strength and growth

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
In the areas of Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness our students are performing strongly when compared with their peers. However, students' sense of Belonging to School has dropped 4% and shows our school in the 20%-39% percentile when compared with others for this measure.	Student's sense of Belonging to School, positive sense of being accepted, valued, and included by peers and teachers across all school settings, will increase to above 70%. In addition to an 8th grade Health elective, the Counseling, Science, and PE departments will plan and coordinate delivery of lessons from SFUSD's new adoption of HealthSmart curriculum, in alignment with school board policies for Health education. Peer Resources Elective students and YOWs provide additional supplementary activities and outreach to students to support education around allies, drug/alcohol awareness, inclusion, and social justice issues at the school site.	Culture Climate team will work to continue education for all teachers around ensuring strong and consistent SWPBIS with tiers of support; including supporting research of culturally relevant pedagogy for culturally and linguistically diverse students and adoption aligned practices. Counselors will provide monthly lessons on Social Emotional health using HealthSmart or Second Step in all homerooms throughout the year. Teachers will be supported in registering for and attending trainings in Restorative Practices. Peer Resources will offer regular community circles for all Homerooms that opt-in to participate.

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?

Presidio VAPA teachers participate in VAPA Professional Development opportunities that incorporate arts-based teaching methods, in depth arts content area strategies for student access, and teacher collaboration, with site approved Prop A hours. Presidio offers Dance, Orchestra (Strings), Band (Woodwind/Percussion), Jazz Band, Guitar, Choir, and Studio Art electives.	Refine use of elective trimester wheel in alignment with the Middle School Redesign to support greater student access to arts curriculum for all student groups. Develop models of student-driven project-based learning that reflects cross-curricular learning. Increase student sense of connectedness to school through participation in performances and presentations of their learning as artists and alongside visiting/professional artists.	Move ELD into homeroom period to provide EL students equitable access to VAPA electives. Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices within the VAPA framework. Explicitly incorporate literacy strategies across VAPA disciplines to support student achievement across subject areas.
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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.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
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.	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?	
72% of students met the stand on the Physical Fitness test. Our Master Schedule demonstrates that all students have access to PE for the required number of minutes.	Raise Physical Fitness test results to show 80% of students meeting the standard. Use non-traditional PE activities (team-builders) to build sense of Panther Pride and connection to school amongst students.	PE teachers have access to ChromeBooks and will provide students with the timer and opportunity to access and update PE ePortfolios. PE teachers will analyze PFT Data for all students and collaborate professionally and with students to create individual fitness goals for students which will be recorded in ePortfolios. Research culturally relevant pedagogy for culturally and linguistically diverse students and adopt aligned practices within the PE curriculum.. Explicitly incorporate literacy strategies within PE to support student achievement across subject areas.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? <i>WASC Ch.5</i>
Our class sizes analysis reflects that our electives are unevenly assigned and as we move towards Master Schedule Redesign we need to examine the elective assignment process to support equity and access for all students.	As Presidio prepares for shift into middle school redesign, we will continue to analyze our elective wheel and year-long options for offering Computer Science, Japanese, Spanish, Peer Resources, Teacher's Assistant, and Home Economics in order to best serve all students. Social Studies teachers will use AVID reading, note-taking, and discussion strategies to support student literacy targets.	Social Studies and Electives teachers and departments will research and explore opportunities to incorporate culturally relevant pedagogy and explicit teaching of literacy strategies into the curriculum. Social Studies and Electives teachers and departments will research and implement curricular shifts to ensure that students see themselves and their experiences reflected in the curriculum in alignment with grade level standards for subjects.

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	What are your targets/ goals?	What shifts will be required to achieve
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(using indicators suggested above) WASC Ch.2		these goals? WASC Ch.5
Presidio continues to move towards implementing AVID practices and awareness throughout the school. All students keep an AVID binder to develop organizational skills and Cornell notes are used in many classrooms across subject areas. AVID Elective is offered to 7th and 8th grade students as a full year course and to 6th graders as part of an elective wheel. Peer Resources Elective is offered to 7th and 8th grade students to provide them with leadership opportunities. Community Service is encouraged and recognized as part of the school culture.. High School Information Night featuring Presidio Alumni speakers is part of the Fall PTSA offerings. We note that our High School Readiness (a precursor to College and Career Readiness) lags behind our performance on academics.	Continue to develop awareness of AVID strategies school wide; continue and strengthen school wide implementation of the AVID binder and Cornell Notes. Expand AVID to English Learners by offering AVID Excel. Train faculty in an additional AVID strategy for schoolwide use: eg. Socratic Seminar. We will address chronic absenteeism and implement restorative practices in order to improve our High School Readiness. Investigate top six SDAIE strategies.	Continue to build students' awareness of Community Service opportunities to help them develop the connection between careers and communities. Adopt Schoolwide PBIS. Improve awareness and understanding of Community Service Points. Examination of role and duty of counselors and shift to increased support of student social-emotional care, trauma informed practices, and integration of a Wellness Center model to address SEL factors affecting High School Readiness indicators.

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?

Retain and hire highly qualified, highly effective and student centered teachers Hire and retain effective and student centered support staff Data driven decision making Effective use of weekly Professional Learning Community (PLC) time Administration teaming with Instructional Leadership Team to design and drive PLC work. Improve teacher understanding of role of Instructional Leadership Team. Facilitate identification of Teacher Leaders who will lead department professional development.

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)
Site based professional development (PD) will take place during Common Planning Time in Department and Faculty Meetings. Additional PD will take place on site in Wednesday's late start Professional Learning Communities. Prop A Hours will support staff in on and off site PD. Teacher Leaders representing their grade-levels and departments will attend district professional learning opportunities as available.	Site Budget; PEEF; Prop A; PIF

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.)	Thirteen percent (16.6%) of our students are identified as Students with Special Needs; Fifty-seven percent (57%) of our referrals were for Special Education students. Presidio is in its fifth year of inclusive practices. In consideration of SFUSD's commitment to full inclusion, co-taught classes are an integral part of the Presidio Master Schedule. We note that our SPED students are doing well relative to the District, but we believe we can do better based on within-school comparisons.	Development of a Response to Intervention (RtI) Tier 1 across the school site to enable implementation of RtI Tier 2. Increase teachers' knowledge of co teaching best practices, differentiated instruction, and engagement strategies in heterogeneous classrooms. Provide additional differentiation opportunities for both high achievers and those who need additional support.	Development of a Response to Intervention (RtI) Tier 1 across the school site to enable implementation of RtI Tier 2. Increase teachers' knowledge of co teaching best practices, differentiated instruction, and engagement strategies in heterogeneous classrooms. Provide additional differentiation opportunities for both high achievers and those who need additional support.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Presidio has 72 students with a chronic absence rate over 10% out of a total 1091 students enrolled. We note that our absenteeism rates and discipline rates are affecting our High School Readiness.	Use Student Assistance Plan (SAP), Student Attendance Review Team (SART), School Attendance Review Board (SARB), and the Child Welfare Attendance Referral and Transition (CWART) processes more effectively to reduce rates of absenteeism.	Partner with Pupil Services to develop a more robust SART and SARB process on site Strengthen current practices to integrate the following routines: Counselors to refer students receiving 3 truancy notices to SAP. Hold SART meetings for all families receiving 6 day truancy letters once every 6 week grading period. Hold SARB meetings for all families receiving 10 day truancy letters once every 6 week grading period. Adopt Acceleration/WINN (What I Need Now) program and implement in a fashion consistent with teacher contract. Adopt SWPBIS. Work with Beacon to fund a part-time Family Liaison.
Student Engagement/ Attendance	Overall, our chronic absence rate is 6.6% but our African American students have a 24.4% chronic absence rate; Hispanic/Latino at 19.7%; Special Education students showing 13.7% rate; and English Learners showing a 16% chronic absentee rate. We have shaped a more robust Student Assistance Plan (SAP) process this year but need to work to strengthen it further by using it as a means to provide interventions prior to at risk or chronic levels of absenteeism in individual students. In Presidio's case, there are 72 students with a chronic absence rate over 10% out of a total 1091 students enrolled. We note that our absenteeism rates and discipline rates are affecting our High School Readiness.	Use Student Assistance Plan (SAP), Student Attendance Review Team (SART), School Attendance Review Board (SARB), and the Child Welfare Attendance Referral and Transition (CWART) processes more effectively to reduce rates of absenteeism.	Partner with Pupil Services to develop a more robust SART and SARB process on site Strengthen current practices to integrate the following routines: Counselors to refer students receiving 3 truancy notices to SAP. Hold SART meetings for all families receiving 6 day truancy letters once every 6 week grading period. Hold SARB meetings for all families receiving 10 day truancy letters once every 6 week grading period. Adopt Acceleration/WINN (What I Need Now) program and implement in a fashion consistent with teacher contract. Adopt SWPBIS. Work with Beacon to fund a part-time Family Liaison.
School Culture/Climate		Expand Peer Resources program to enable students greater access to restorative circles and ownership of their own problems. Investigate causes of teacher dissatisfaction.	

	<p>The data from Fall 2017 shows our 8th grade class holds a 61% High School Readiness rate. Our subgroups data for High School Readiness reflects the following: 33% African American students; 77% Asian; 26% Hispanic/Latino; 48% White; 41% SpEd; and 58% SES are ready for High School according to this measure. As of this writing, 420 total referrals have been issued to 74 students (6.7% of all students). Twelve students have 10 or more referrals. By far the greatest number of referrals (109 referrals) have been given to students who are African American (26% of all referrals). Three hundred and sixty-nine (369) referrals were issued to boys (87.8% of all referrals). Two hundred and sixty-eight (268) referrals issued to students with disability (63.8% of all referrals). One hundred and sixteen (116) referrals issued to English Learner students (27.6% of all referrals). Three hundred and nine (309) referrals have been issued for the primary reason of Bullying, Disruption, or Noncompliance (73.5% of all referrals). Four Hundred and nine (409) referrals have been issued in the classroom, hallway or yard (97.3% of all referrals). Eighty (80) referrals were issued to 6th grade students (19% of all referrals). Three hundred (300) referrals were issued to 7th grade students (71.4% of all referrals). Forty (40) referrals were issued to 8th grade students (10% of all referrals). Twenty (20) suspensions have been issued to this point in the school year. Three (3) students have received more than one suspension, and 12 students have received suspensions this year. One girl and 11 boys have been suspended. One (1) suspension have been assigned to a 6th Grader; Fifteen (15) suspensions to the 7th Grade; and 4 suspensions to the 8th Grade. African American students have received 9 suspensions; Asian students have been suspended 5 times; white students have been suspended 6 times. Out of the 20 suspensions this year, 8 have been assigned to Students with Special Needs (40%). We note that our absenteeism rates and discipline rates are affecting our High School Readiness. We note that our teachers reported a significantly lower degree of satisfaction on the culture-climate survey than did our parents and students.</p>		<p>Rtl Tier 1 & 2, combined with culturally relevant pedagogy and student centered assessment practices are intended to result in reduced disproportionality of discipline referrals for Special Education students. Include student voice, including representation from focal student groups, on the school's Culture Climate Team. Provide Trauma PD to all staff. Provide continual PD for staff including exposure to Restorative Practices. Find opportunities to train more staff in Restorative Practices. Adopt Acceleration/WINN (What I Need Now) and implement in a fashion consistent with teacher contract. Adopt SWPBIS. Partner with Beacon to provide part-time Family Liaison. Improve teacher understanding of role of Instructional Leadership Team. Facilitate identification of Teacher Leaders who will lead department professional development. Examination of role and duty of counselors and shift to increased support of student social-emotional care, trauma informed practices, and integration of a Wellness Center model to address SEL factors affecting High School Readiness indicators. Continue and deepen professional learning in regards to equitable communities and classro... practices</p>
Social Culture/Climate		<p>Expand Peer Resources program to enable students greater access to restorative circles and ownership of their own problems. Investigate causes of teacher dissatisfaction.</p>	

	<p>The data from Fall 2017 shows our 8th grade class holds a 61% High School Readiness rate. Our subgroups data for High School Readiness reflects the following: 33% African American students; 77% Asian; 26% Hispanic/Latino; 48% White; 41% SpEd; and 58% SES are ready for High School according to this measure. As of this writing, 420 total referrals have been issued to 74 students (6.7% of all students). Twelve students have 10 or more referrals. By far the greatest number of referrals (109 referrals) have been given to students who are African American (26% of all referrals). Three hundred and sixty-nine (369) referrals were issued to boys (87.8% of all referrals). Two hundred and sixty-eight (268) referrals issued to students with disability (63.8% of all referrals). One hundred and sixteen (116) referrals issued to English Learner students (27.6% of all referrals). Three hundred and nine (309) referrals have been issued for the primary reason of Bullying, Disruption, or Noncompliance (73.5% of all referrals). Four Hundred and nine (409) referrals have been issued in the classroom, hallway or yard (97.3% of all referrals). Eighty (80) referrals were issued to 6th grade students (19% of all referrals). Three hundred (300) referrals were issued to 7th grade students (71.4% of all referrals). Forty (40) referrals were issued to 8th grade students (10% of all referrals). Twenty (20) suspensions have been issued to this point in the school year. Three (3) students have received more than one suspension, and 12 students have received suspensions this year. One girl and 11 boys have been suspended. One (1) suspension have been assigned to a 6th Grader; Fifteen (15) suspensions to the 7th Grade; and 4 suspensions to the 8th Grade. African American students have received 9 suspensions; Asian students have been suspended 5 times; white students have been suspended 6 times. Out of the 20 suspensions this year, 8 have been assigned to Students with Special Needs (40%). We note that our absenteeism rates and discipline rates are affecting our High School Readiness. We note that our teachers reported a significantly lower degree of satisfaction on the culture-climate survey than did our parents and students.</p>		<p>Rtl Tier 1 & 2, combined with culturally relevant pedagogy and student centered assessment practices are intended to result in reduced disproportionality of discipline referrals for Special Education students. Include student voice, including representation from focal student groups, on the school's Culture Climate Team. Provide Trauma PD to all staff. Provide continual PD for staff including exposure to Restorative Practices. Find opportunities to train more staff in Restorative Practices. Adopt Acceleration/WINN (What I Need Now) and implement in a fashion consistent with teacher contract. Adopt SWPBIS. Partner with Beacon to provide a part-time Family Liaison. Improve teacher understanding of role of Instructional Leadership Team. Facilitate identification of Teacher Leaders who will lead department professional development. Examination of role and duty of counselors and shift to increased support of student social-emotional care, trauma informed practices, and integration of a Wellness Center model to address SEL factors affecting High School Readiness indicators. Continue and deepen professional learning in regards to equitable communities and classro... practices</p>
Wellness Policy	<p>Presidio students have access and exposure to an interactive process of becoming aware of and practicing choices to create a healthy and balanced lifestyle, which includes health education, physical activity, and physical education. On any given day a significant number (20-60) students visit the school nurse to receive care for acute, chronic, and first aid needs and care.</p>	<p>Provide increased access to school-based medical care and social-emotional supports and guidance.</p>	

		<p>Rtl Tier 1 & 2, combined with culturally relevant pedagogy and student centered assessment practices are intended to result in reduced disproportionality of discipline referrals for Special Education students. Include student voice, including representation from focal student groups, on the school's Culture Climate Team. Provide Trauma PD to all staff. Provide continual PD for staff including exposure to Restorative Practices. Find opportunities to train more staff in Restorative Practices. Adopt Acceleration/WINN (What I Need Now) and implement in a fashion consistent with teacher contract. Adopt SWPBIS. Partner with Beacon to provide a part-time Family Liaison. Improve teacher understanding of role of Instructional Leadership Team. Facilitate identification of Teacher Leaders who will lead department professional development. Increase the school nurse and school social worker positions to 1.0 FTE.</p>
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PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <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.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" 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	<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:	
Foster connections and relationships between families and the school. Build a more inclusive and welcoming school for our diverse student body. A STEAM related event for our families, students, teachers and staff Increase connections between families who are not typically on campus. Educate students, families, teachers and staff about the different cultures at Presidio. Provide an intimate opportunity for families to visit campus and discuss important issues with the Principal and other families. Reach all our families to ensure everyone is up to date on important information about the school, and their students' progress. Provide weekly translated documents to ensure all our families are informed. Foster community through outreach, communications, community building events, teacher support, fundraising and more. Engage our incoming 6th Grade families even before they start at Presidio. Provide an inviting and community based environment Make all families feel welcome from the time they register in the Spring until their student graduates 3 years later. Increase parent involvement in school activities by 50% over the next 2 years. Improve parent engagement in our focal groups with the goal of improving chronic absenteeism and discipline rates among those groups.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Current communications include to our families include the School Loop website, School Loop discussion groups, Wednesday Envelope, Weekly Bulletin, and social media sites including Facebook, Twitter & YouTube. Educating families of all the various communication sources and assisting families signing up for School Loop are some of the proposed strategies. Provide translated documents on a more regular basis to reach out non native speakers. We will measure success by increased membership on School Loop and the Yahoo Group. We will also gauge success by responses in the SSC survey, and increased attendance at events. We will employ outreach to all five feeder schools via alumni or families with younger siblings. The PTSA will perform family outreach during registration, Step Up, Ice Cream Social and the First Day Coffee. We will extend invitations to attend community events such as the Open House, Drama Production, & Maker Faire. Hire part-time Family Liaison. Adopt SWBIS. Measure success by improved absenteeism and discipline rates among focal groups.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input 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.	
Beacon/RDNC After School Partnership	
What are your specific goals or objectives for these partnership?	
Increase Participation in after school program Expand the cross-over of the school's day program with the after school program. Increase exposure of after school staff and the supports that they can provide all of the school's students. Partner with Beacon on funding and providing a family liaison.	
What actions will you take to deepen your school's partnership with community organizations?	
Increase Beacon lunchtime presence. Beacon staff on ILT and Site Council Connect Beacon Staff to support specific Acceleration/Study Hall Homerooms	
How will you measure the impact? (Quantitative and/or qualitative data)	
Student and staff feedback Number of Beacon staff on site during the school day. Alignment between the school day program and the after school program. Realize a significant reduction in our identified achievement and opportunity gaps.	

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 = \$10,100

These funds will be used to support classroom materials and supplies (\$7,000) and community-based activities and events (\$2,900).

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 = \$38,330

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

These funds will be used to partially offset the cost of an EL Coordinator (teacher @ \$13,958) to provide direct classroom support to English Learners and to support effective instruction for English Learners, and provide outreach, communication and support for English Learners and their families (curriculum, PD and materials @ \$24,372).

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 = \$0

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?

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 = \$0

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

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

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

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = \$0 (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside = \$0

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

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

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

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

Impact & Innovation Awards = \$0

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

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

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

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

How do you plan to use these funds?

If this is granted, Principal's Innovation Fund will be used to support Professional Development, student enrichment, learning environments, and culture and climate (\$100,000). The BSC will be used to help guide the principal in utilizing the PIF.

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

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

Equity Grant = \$0

Identify Sub-group & specific actions

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

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

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	.50	
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			3.0
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
	Librarian: 1.0	Ass't Principal: .30	Peer Resource: .50
Other:	Other:	Other:	Other:
VAPA: 2.40	Math CSR: .80	Comp Sci: .20	MLP: .40

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.

Each of the MTSS provided personnel resources will be utilized to increase student engagement and support social -emotional development.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (list)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/21/2018
<input 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: 10/19/2018

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
Matthew Chen	Student	
Malea Smith	Student	
Evangeline Tonella	Student	
Joe Speaks	Parent	
Abeer Choudhary	Parent	
Amy Jang	Parent	
Holly Friel	Librarian	
Brian Okita	Teacher	
Colman Conroy	Teacher	
Craig Holvoet	Teacher	
Deborah Bueti	Teacher	
Emma Dunbar	Principal	