



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	S.F. International High School
Principal	Tara Hobson

SCHOOL VISION & CONTEXT

Our mission at San Francisco International High School is to celebrate diversity and empower immigrant students to develop academic, linguistic, socio-emotional, and cross-cultural skills for success. Our vision is for our community to collaborate with students, families, staff, and stakeholders to create a supportive environment for confident leaders who self-advocate and work collaboratively for social change. We offer integrated content and language classes for accelerated language acquisition for our newcomer and developing English Language learners to prepare them for success in college and careers. We also offer numerous supports in the college application process. We build resilience and skills schema for students to overcome societal barriers to social mobility for English Language Learners.

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):

Our focal group are the developing ELL students, who have been in the country for 2 or more years. Consequently, we are focusing on 11th graders for reading, and 12th graders for writing. The reasoning being that it takes 4-6 years for students to reach literacy proficiency levels for them to perform at the same level as their peers with ideal instruction for ELL students, and student make the largest leap in literacy growth (reading and writing) after the first two years. We also expect our students to register and grow on the RI after 2 years reaching higher levels of listening and speaking skills, as well as basic literacy proficiency.

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
	All students will engage in regular sustained reading (in groups and individually) to develop reading fluency, but specifically, we expect developing ELs (more than 2 years in the country) to increase their SRI score a full grade level (100 pts.) each year. Additionally, English teachers have committed to integrating WITSi instruction and strategies at all grade levels to explicitly target sentence-level writing skills with the goal of 100% mastery of all students by the end of senior year.	We have supplemental literacy classes at all grade levels (new this year!) to support students with explicit reading instruction using the SIPPS model for teaching phonics. 11th and 12th grade students use leveled reading groups in literature circles to push students to read and challenge themselves within their ZPD. All humanities teachers are engaging in a cycle of inquiry around using WITSi structures to improve sentence-level writing skills this year. This ongoing collaboration will allow teachers to reflect on student work and mastery throughout the year.	Teachers will align Witsi strategies so that students will master 4 of the 7 Witsi strategies by 10th grade and all 7 by the time they graduate. Teachers in 9/10 will scaffold readings using reading guides with chunked texts, to develop reading strategies. In 11th grade, developing EL students will read books 25-50 points above their reading level to increase their reading proficiency. Students will continue to read complex text at the 12th grade level and teachers will align on reading annotation and analysis skills.

<p>Reading, language, and literacy development has been and will always be a critical need at SFIHS and will continue to be our central focus of professional development. To ensure that SFIHS students are prepared for college and career, they will continue to need extra support in language and literacy from foundational literacy skills to advanced metacognitive reading and critical thinking. According to SBAC scores, 10% of 11th graders are performing on grade level for ELA. This metric under-represents the growth and performance of our students, most of whom have only been in the U.S. and learning English for 1-2 years when they take this standardized test. Annual internal portfolio assessments (defenses) show much more significant growth in English/ELA mastery for these students because it allows students to demonstrate the ELA skills they have learned according to topics (and vocabulary) they have covered. Often our students don't engage with the SBAC because they are unfamiliar with standardized tests in general and the topics (vocabulary) presented, even if they would be successful in the writing tasks otherwise. According to SRI scores, there is a wide range of reading proficiencies at all grade levels. Nearly half of all students show gains in SRI annually; 20% of students show more than average growth (>100 pt. - e.g. one grade level) each year.</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?
	<p>Language and literacy is a priority for all students at San Francisco International High School because all of our students are recent immigrants who are learning English. However, teachers and support staff (Resource Specialist, Student Support Liaisons, paraprofessionals, counselors, Wellness staff) regularly collaborate to identify students who need extra support in language and literacy. Literacy teachers support emerging readers, including students with interrupted formal education (SIFE) in a literacy intervention class. The SFIHS Student Assistance Program (SAP) with support from SFIHS teaching teams will identify and implement appropriate academic supports and create action plans for struggling students. - The Student Assistance Program (SAP) team developed 72 action plans for students who were identified as needing tier 2 supports in 2015-16. This number has decreased in 2016-17 to 46 as a result of a collaborative effort to "work smarter, not harder" as a Tier 2 team. With input from teachers and support staff, our SAP team developed a student support flowchart that provided other interventions for tier 2 students aside from SAP. As a result, the number of Student Support Team (SST) meetings has increased from approximately 10 in 2015-16 to more than 55 in 2016-17. SFIHS teachers, Student</p>	<p>Continued progress monitoring, alignment between holistic ELPAC standards (reading, writing, speaking, listening) and CCSS. • Teachers will use a reading inventory or progress monitoring tool to track literacy development over time. • Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. • Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development • Increase staff capacity regarding differentiated instruction • Identify SIFE and unaccompanied minors earlier and more efficiently • Increase support of wrap-around services and teacher training to serve SIFE, students with IEPs, and unaccompanied minors • Increase use of inclusive practices for all Special Education Students and a multi tiered Response to Intervention (RTI) model for all students</p>

Language and literacy is a priority for all students at San Francisco International High School because all of our students are recent immigrants who are learning English. However, teachers and support staff (Resource Specialist, Student Support Liaisons, paraprofessionals, counselors, Wellness staff) regularly collaborate to identify students who need extra support in language and literacy. Literacy teachers support emerging readers, including students with interrupted formal education (SIFE) in a literacy intervention class. The SFIHS Student Assistance Program (SAP) and related RTI team will identify and implement appropriate academic supports and create action plans for struggling students - The Student Assistance Program (SAP) team developed 72 action plans for students who were identified as needing tier 2 supports in 2015-16. This number has decreased in 2016-17 to 46 as a result of a collaborative effort to “work smarter, not harder” as a Tier 2 team. As of March, 8 2018 we have developed action plans for 32 students. With input from teachers and support staff, our SAP team developed a student support flowchart that provided other interventions for tier 2 students aside from SAP. As a result, the number of Student Support Team (SST) meetings has increased from approximately 10 in 2015-16 to more than 30 and counting in 2016-17. SFIHS teachers, Student Support Liaisons and counselors have also used the protocols developed by SAP to develop action plans to support students. The result has been quicker and more effective identification of tier 2 students and higher quality interventions for these students. - The Student Support Liaison (SSL) leadership group have regularly worked with the SAP team and teacher teams to communicate student needs, identify critical needs, and regularly engage in cycles of inquiry. - Seventy 9th and 10th grade students took a supplemental Literacy class focused on supporting students with interrupted education and other students with significant gaps in their language skills, including phonemic awareness. - SFIHS identified two veteran teachers to support students with tier 2 academic and socio-emotional needs.

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):

Latino students, particularly students with interrupted formal education (SIFE) perform lower on standardized test scores and qualitative measures. SFUSD does not disaggregate data for SIFEs

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5

<p>The percentage of SFIHS students who scored proficient or above in math increased by 525 percent (4 percent to 25 percent) between 2015 and 2017. The percentage of SFIHS students who scored proficient or above in math increased by 67 percent (4 percent to 25 percent) between 2016 and 2017. Latino students, particularly students with interrupted formal education (SIFE) perform lower on standardized test scores and qualitative measures. SFUSD does not disaggregate data for SIFEs. The number Latino students who scored proficient on SBAC math decreased from 3.2% to 0%</p>	<p>The percentage of SFIHS students who scored proficient or above in math increased by 525 percent (4 percent to 25 percent) between 2015 and 2017. The percentage of SFIHS students who scored proficient or above in math increased by 67 percent (4 percent to 25 percent) between 2016 and 2017. • The percentage of 11th grade students who meet or exceed SBAC math standards will improve by at least four percent in 2018 (baseline: 25 percent). • Teachers will engage in weekly grade level/course planning meetings grounded in practice and reflection (i.e. lesson planning, analyzing student work, sharing classroom experiences, and revision). • Students will engage in math tasks and lesson series that build on concepts and skills over time. • Students will engage in math learning with the Standards for Mathematical Practices. A particular focus for this year will be on increasing student discourse (student lead whole class discussion; peer to peer interaction) • Students will collaborate in heterogeneous settings (class, groups, and/or pairs). • Grade/course level teacher teams will use the SFUSD Core Curriculum units collaboratively to plan lessons. • Teachers will score and analyze student thinking collaboratively • Teachers will administer and analyze common assessments for all math courses The percentage of Latino students who meet or exceed SBAC math standards will improve by at least six percent. • The percentage of Latino students who meet or exceed SFUSD math standards will improve by at least six percent.</p>	<ul style="list-style-type: none"> • Teachers will facilitate student engagement and learning math by talking and doing math problems in small groups or pairs. • Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. • Teachers will provide space for students to make mistakes and learn from them. • Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. • Teachers will encourage students to find multiple pathways to a solution. • Teachers will utilize formative assessments and progress monitoring to inform instruction • Teachers will utilize common benchmark assessments and to inform instruction • Differentiation and temporary scaffolds for all students to access the student learning outcomes, including structured language practice, sentence frames, modeling, checks for understanding, etc. • Teachers will also collaborate with After School Coordinator to encourage students to attend tutoring at lunch and after school. • Facilitate a stronger math culture at SFIHS by continuing heterogeneous, mixed-age classes. Teachers will also collaborate to refine curriculum to align with CCSS 	<p>In addition to the instructional practices required to ensure that all students reach mastery, SFIHS will provide additional supports for students with interrupted formal education (SIFE), Spanish-speakers, and unaccompanied minors. These include: • Additional push-in support from student support staff, including Resource Specialist, Student Support Liaison, paraprofessionals. • Utilize response to intervention framework to provide individualized interventions for students who have not responded to classroom instruction. This includes grade-level team student support meetings (SSM), Student Assistance Program (SAP), and SST meetings • Referrals to community-based organizations, including Refugee Transitions for supports that include home-based tutoring, coaching, and mentoring. • Once per month teacher-led Video Club that focuses on teacher practice, alignment, and effective instruction.</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 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?
	<ul style="list-style-type: none"> • The percentage of students who meet or exceed SBAC math standards will improve by at least six percent. • The percentage of students who meet or exceed SFUSD math standards will improve by at least six percent. 	

<p>The Student Assistance Program (SAP) team developed 72 action plans for students who were identified as needing tier 2 supports in 2015-16. This number has decreased in 2016-17 to 46 as a result of a collaborative effort to “work smarter, not harder” as a Tier 2 team. With input from teachers and support staff, our SAP team developed a student support flowchart that provided other interventions for tier 2 students aside from SAP. As a result, the number of Student Support Team (SST) meetings has increased from approximately 10 in 2015-16 to more than 30 and counting in 2016-17. SFIHS teachers, Student Support Liaisons and counselors have also used the protocols developed by SAP to develop action plans to support students. The result has been quicker and more effective identification of tier 2 students and higher quality interventions for these students. - The Student Support Liaison (SSL) leadership group have regularly worked with the SAP team and teacher teams to communicate student needs, identify critical needs, and regularly engage in cycles of inquiry. - Seventy 9th and 10th grade students took a supplemental Literacy class focused on supporting students with interrupted education and other students with significant gaps in their language skills, including phonemic awareness. - SFIHS identified two veteran teachers to support students with tier 2 academic and socio-emotional needs.</p>		<ul style="list-style-type: none"> • SFIHS staff will identify a core group of 11th grade students to participate in a Math Literacy elective class • Students will engage in the learning math by talking and doing math problems in small groups or pairs. • In addition to ongoing formative assessment, teachers will encourage students to self-assess and engage in peer assessment. • Teachers will provide students with adequate time to make sense of problems, without step-by-step instruction, and to persevere while solving problems. • Teachers will provide space for students to make mistakes and learn from them. • Teachers will continue to use structured language practice and encourage students to make meaning through sentence starters, sentence frames, etc. • Teachers will encourage students to demonstrate their understanding by using multiple representations and the connections. • Teachers will utilize formative assessments and progress monitoring to inform instruction. • Teachers will frequently use exit tickets and other informal assessments to determine student understanding and progress. Exit tickets should inform how you give feedback to students (i.e. written feedback, in class discussions, etc.) about what students know and connecting to what they still need to learn.
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SCIENCE CORE CURRICULUM

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

<p>Analysis of Results Science-All Students</p> <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 learning described by the SFUSD Science Core Curriculum?</p> <p>WASC Ch.5</p>	<p>Based on the analysis of the results, what are your targets/performance goals?</p>	<p>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?</p> <p>WASC Ch.5</p>
	<ul style="list-style-type: none"> • Increase the alignment of content, language, and skills for 9-12. Use department time to map standards onto course content and projects. • Increase the use of formative assessments to inform day-to-day curriculum and instruction. • Increase the rigor and alignment of the content in portfolios 9-12. • Continue to improve our practice as teachers of engineering • Continue to grow and reflect at teachers of design thinking 	

Students begin their high school science career by enrolling in Biology during their 9th grade year. In 10th grade, students take Chemistry. Next year, SFIHS plans to offer an 11th grade physics course. In previous years, we offered Physiology (9), Biology (10) and Chemistry (11). The change to our science scope and sequence was created as a response to a reduced numbers of students completing their science graduation requirements by the end of sophomore year. If we offer a physical science and a life science course during students' first two high school years, then they are more likely to meet the requirement by 11th grade. Additionally, with the new scope and sequence, students have the option to take 3 years of science that counts towards A-G requirements. One important method for supporting our newcomer students in science is implementation of a 2 year curriculum, with an integrated 9-10 course that covers both biology and chemistry standards over the course of 2 years. This gives students more time to familiarize themselves with American education system. But more importantly, research has shown that this model (integrated 9-10) increases language acquisition by about 30%. More specifically, when creating heterogeneous groups with varied language levels, SFIHS has witnessed an increase in the L1 and L2 CELDT scores by about 30%. Language and literacy are central to the curriculum in science. Students work to achieve both content and language objectives in each of these classes every day. One other method for providing access to science learning is the implementation of project based curriculum by all teachers. We believe that with increased experiential learning student outcomes will improve. In science, students work on authentic projects and engage in experiential learning. One important data point we observed was the grade distribution in 9-11 grade science courses. The percent of Ds and Fs in the 11th grade course is significantly higher than in 9-10 courses. While we are working within departments to investigate the possible causes and effects of this data point, we also know that this is directly connected to the percent of students who have completed their science graduation requirements by the end of their

All science teachers have 1 shared prep period every day, which they use to collaborate and reflect on curriculum and instruction. Additionally science teachers meet as a department 2 times each month, where our focus is to map standards (NGSS PE's, ELD standards, science practices) onto courses and projects covered in each course. • Provide department time, when teachers can work towards goals that they co-create and also on the alignment of content, language and skills. Discuss the use of formative assessment of that content, language and skills to inform day-to-day curriculum and instruction. • Provide time for teachers to implement and reflect on the tools in our SFIHS toolkits. • Provide time for teachers to reflect on the rigor and alignment of portfolios. The most important and time-consuming instructional shift we are currently making is moving from a 2-year A-G science sequence to a 3-year A-G science sequence (described in the first column). This shift involves dedicated time and support to modifying chemistry curriculum to fit within bio-related projects and to be accessible to younger newcomer students who have acquired less English than 11th grade students. We are also working to identify and hire a qualified physics teacher to join our science team next year, and are making plans to support his/her integration into a school that focuses on language and content integrated instruction as well as experiential project-based learning.

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

<p>All SFIHS students are English learners--all of our interventions and supports are compliant with state and federal law, and provide high-level instruction for our EL population - Students will improve performance on the CELDT. The percentage of students achieving proficiency on CELDT increased 14 percent (7% to 8%) Forty-nine percent of EL students demonstrated growth on the CELDT, the same as the previous year. Fifty-six percent of EL students grew one level on CELDT in 2016-17, a two percent increase from the year before (54% to 56%)</p>	<p>California replaced the CELDT with the ELPAC in 2017-2018. Since this will be the first year that our students take the ELPAC, SFIHS must determine a baseline before setting performance goals. The baseline, so we will compare this year to last year when we get the data. • 100 percent of students will demonstrate improvement on the ELPAC.</p>	<p>• Continued progress monitoring, alignment between holistic ELPAC standards (reading, writing, speaking, listening) and CCSS. • Teachers will use a reading inventory or progress monitoring tool to track literacy development over time. • Students with interrupted formal education (SIFE) will receive additional literacy support through a literacy elective class. • Teachers will include supplemental instruction in addition to the core that supports literacy and/or English language development • Increase staff capacity regarding differentiated instruction • Identify SIFE and unaccompanied minors earlier and more efficiently</p>
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HEALTH EDUCATION CORE CURRICULUM

<p>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.</p>	<p>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?</p>	<p>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</p>
	<p>All 9/10 grade students receive 5 credits of Health per school year. If students are behind on Health credits, they have opportunities to retake Health during the school day or through SFIHS's two-week School Without Walls classes. In certain cases, students may take Health as an independent studies course. Important health-related goals include: Increase percentage of students responding favorably in each domain (support for academic learning, knowledge and fairness of discipline and rules, safety, and sense of belonging) to at least 90 percent (baseline: 79-89%) All SFIHS students will demonstrate progress in eight health standards, as measured by teacher observation and curriculum-based measurement: Standard 1: Essential Health Concepts: All students will comprehend essential concepts related to enhancing health. Standard 2: Analyzing Health Influences: All students will demonstrate the ability to analyze internal and external influences that affect health. Standard 4: Interpersonal Communication: All students will demonstrate the ability to use interpersonal communication skills to enhance health. Standard 5: Decision Making: All students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Goal Setting: All students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Practicing Health-Enhancing Behaviors: All students will demonstrate the ability to practice behaviors that reduce risk and promote health. Standard 8: Health Promotion: All students will demonstrate the ability to promote and support personal, family, and community health.</p>	<p>SFIHS will continue to offer 5 credits of Health to 9/10 grade students SFIHS advisors and content teachers will incorporate important aspects of the health-curriculum, particularly in the areas of healthy relationships, decision-making, interpersonal communication, and goal-setting All SFIHS teachers will utilize restorative practices. SFIHS advisors will regularly engage in community-building community circles and work to repair harm when it occurs in the community. SFIHS student leaders will meet twice per month to collaborate on school-wide events and programs that promote positive school culture and awareness of the SFIHS Four School Values: Challenge Yourself, Act with Empathy, Learn Together, and Create Change.</p>

VISUAL AND PERFORMING ARTS

<p>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.</p>	<p>What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide</p>	<p>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</p>
	<p>Our targeted approach is draw on students ability to render 2-D and 3-D objects, and to create abstract forms of art as an expression of their culture and emotions.</p>	

<p>SFIHS's visual art program is based on the following essential questions: How do artists explore and convey identity through visual arts? How do life experiences and personal/collective identities influence the way we interpret and relate to art? All of our teachers are trained in the Internationals Approach to teach students to improve their speaking, writing, and reading skills in English. We believe that English language acquisition is best fostered in an academic environment in which students participate in heterogeneous groups, project-based learning, and integrated English-language development in all content areas. Working in small groups, students learn academic content, art, music and technology through exciting, rigorous, hands-on projects as they learn their new language.</p>	<p>There is a focus on language used to access the content in art, and language and content integration to describe their art and be able to express how they use visual art as a tool for communication. Additionally, we will offer a for credit after school art program, which is focused on clay and 3-D visual art as an opportunity for students do advanced art if they choose.</p>
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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?
<p>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.</p>	<p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p>	
<p>San Francisco International High School Physical Education courses are aligned with requirements for Course 1 (9th grade) Physical Education Model Content Standards and Course 2 (10th-12th grades) Physical Education Model Content Standards and California State High School Physical Education Standards. The four main goals for Physical Education classes at SFIHS are: Foster teamwork & community building through games & sport activities. 2. Develop life-long habits in physical fitness and nutrition. 3. Develop and build strength, flexibility, coordination, agility, and proper-body alignment and positioning, through daily exercises and sports. 4. Incorporate Socio-Emotional Learning Strategies throughout. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their curiosity and unique identities. We provide opportunities for our students to be creative and at the center of solutions. All of our teachers are trained in the Internationals Approach to teach students to improve their speaking, writing, and reading skills in English. We believe that English language acquisition is best fostered in an academic environment in which students participate in heterogeneous groups, project-based learning, and integrated English-language development in all content areas. Working in small groups, students learn academic content, art, music and technology through exciting, rigorous, hands-on projects as they learn their new language.</p>	<p>100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. 100% of Elementary students will receive instruction in physical education from their classroom teacher and/or ES PE Specialist (TSA). Students will work towards mastering the CA Physical Education Standards. Students will have multiple opportunities to participate in inclusive physical activities; Special Olympics, intramural programming, physical activities during recess and athletic teams, if offered at the school site</p>	<p>100% of all students, including students with IEPs, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. 100% of Elementary students will receive instruction in physical education from their classroom teacher and/or ES PE Specialist (TSA). Students will work towards mastering the CA Physical Education Standards. Students will have multiple opportunities to participate in inclusive physical activities; Special Olympics, intramural programming, physical activities during recess and athletic teams, if offered at the school site</p>

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or
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For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2		support will be required to achieve these goals? WASC Ch.5
Subjects at each grade level (2018-19): 9/10th* (World History, year A/B. Ethnic Studies is incorporated in the curriculum as case studies of each historical era) 11th (US History) 12th (Gov and Econ) *Note: One important method for supporting our newcomer students in science is implementation of a 2 year curriculum, with an integrated 9/10 course that covers all 10th grade CA History/Social Science Standards over the course of 2 years. This gives students more time to familiarize themselves with American education system and with content. But more importantly, research has shown that this model (integrated 9/10) increases language acquisition by about 30%. More specifically, when creating heterogeneous groups with varied language levels, SFIHS has witnessed an increase in the L1 and L2 CELDT scores by about 30%. (The above paragraph is provided by from B.Ueno and Tara). There is currently no standardized and vertically aligned assessment for mastery of social science courses. During the 2018-19 school year, the social science department will create several types of summative and formative assessments based off the incorporation of two areas: Historical Thinking Skills and 7 Skills of WITsi. Students will be able to demonstrate mastery of specific historical thinking skills and skills of WITsi by the end of each grade. Their instruction will be guided by the CA History/Social Science Standards and ELD Language Standards. There would be two summative assessments in 1 year, each at the end of each semester, with stratified goals being assessed at each grade level (9/10, 11, and 12). The benchmarks will therefore be aligned in terms of content presented, but will differ around what specific level of historical thinking skills are analyzed. For example, the skill "sourcing" will be broken down into 9/10th (Identify), 11th (Analyze), 12th (Evaluate). Master of each of historical thinking skills will be demonstrated through engagement with increasing use of the 7 skills of WITsi. After administering the benchmarks at the end of each semester, the social science department will analyze the data and make adjustments to our instructional practice.	As mentioned in the previous column, there is currently no data, outstanding analysis, or previously set goals. The social science department has decided to focus on historical thinking skills because there is a need to explicitly address and cultivate specific analytical skills related to history in our curriculum. On the other hand, the department decided to to focus on WITsi because we have observed throughout our ELD student population (all students) that there is a great need for instruction on how to engage with and demonstrate mastery of content. Students normally struggle with describing and analyzing what they've learned (what they're learning) due to a lack of available language tools.	To meet the goals set forth for the 2018-19 school year, the social science department is engaging in collaborative work in 8 meetings in the Fall semester. The department will be collaborating with the English department on how to implement and incorporate WITsi in our respective curriculums. These meetings are labeled as "humanities" and will take place during 4 of the 8 department meetings in Fall 2018. During the social science department time, the focus will be vertically aligning the ways students learn specific historical thinking skills ("sourcing" for 2018-19) and using WITsi to engage with content. Step 1: Teachers from each grade level will develop curriculum and activities to teach history thinking and WITsi skills. The department will participate in cross-observation in different grade levels to observe how the goals are being realized at each grade level. Step 2: The department will reconvene after initial observations of each other. There will be a brief review of key takeaways about each teacher's practice and activity. The department will also engage in longer student work analysis to determine if the individually designed assignments (by each teacher) were helpful to help students reach the department's goal regarding history / WITsi skills. Step 3: Implementation of fully aligned, stratified, and structured way of teaching historical thinking and WITsi skills. Step 4: The department will engage in analysis of collected data from semester benchmarks. The process of reiterating and innovating current practices will resume.

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
Preparation for college is a high priority at San Francisco International . Most of SFIHS's families arrive in the United States without any prior knowledge about college, so we have a two-pronged mission: one, to inform students about the opportunities available with a college education and two, to support students as they set college and career goals and apply to colleges. In the eleventh and twelfth grades, students attend classes at CCSF as part of their high school coursework. At the end of 12th grade, students will have earned a certificate in a career field of their choice, including child development, information technology,		

<p>broadcasting and media, automotive technology, and biotechnology. All SFIHS take college field trips to universities and community colleges. Each year, recent SFIHS alumni return for a panel discussion about their college experiences. During twelfth grade, the focus of advisory class is college. Advisors help students make plans for after high school, apply to universities and community colleges, and apply for financial aid and scholarships. In order to educate parents, we hold an annual college information night, during which teachers present information about college choices, funding sources, and careers for families. A major source of support for twelfth graders is our college counselor who helps students make plans, complete applications, and register for tests and support programs. SFIHS has found that developing a career goal is a major motivating factor for students to learn about college. To help students set goals, each eleventh grader takes a College and Career class where they learn about different careers. Furthermore, all eleventh and twelfth graders take an Internship class and have a field-based placement. Internship class helps students develop career interests, introduces the job interview process, and provides support for their mandatory internship. Each year, SFIHS staff organizes a SFIHS Career Day, during which all students engaged with guest speakers from different career fields. To support students in recognizing the connection between their work in high school and being ready for college, teachers regularly discuss and expect students to portray "college student characteristics", which include responsibility, resourcefulness, honesty, and self-motivation. This expectation increases as students progress through the grades, with twelfth grade teachers regularly reminding students of "what a college student would do" or "what a college class would be like." One aspect of our college-preparation program that needs improvement is student recognition of the connection between academic performance in high school and their future opportunities. Some younger SFIHS students seem unaware of the rigorous requirements for college admissions and standards for college-level work. As a school, SFIHS can better clarify to students that their high school experience lays the foundation for their post-secondary success. SFIHS had a total of 71 seniors in 2016-2017 and 58 were eligible to apply to a 4-year college: 82 percent (58/71) of seniors applied to CSU 24 percent (17/71) of seniors applied to UC 23 percent (16/71) applied to private universities 99 percent (70/71) of seniors applied to CCSF 99 percent (70/71) of seniors completed FAFSA. This was the highest rate in SFUSD for the third consecutive year. 56 percent (40/71) of seniors submitted their "letter of intent" to colleges and said they will attend four-year college in the Fall 44 percent (31/71) students said they will attend CCSF in the Fall According to the SQII analysis, four-year cohort graduation rates decreased by 19 percent (69% to 56%) in 2016. However, this number has increased 37 percent from 2014 to 2016 (41% to 56%). According to the National Student Clearinghouse: • 81 percent of SFIHS graduates enrolled in college in the fall (-1%) • 81 percent of SFIHS graduates were enrolled in college at any time in the first two years after high school (-4%) • 80 percent of SFIHS graduates enrolled in college the first year after high school returned for a second year (freshman to sophomore persistence) (-12%)</p>	<p>Increase UC applications to 50 percent (2017: 24%, 2016: 48%) • Increase CSU applications to 90 percent (2017: 82%, 2016: 77%) • Increase percentage of SFIHS graduates who attend college to 100 percent (2017:: 81%) • Increase percentage of "on track" students, particularly students with interrupted formal education (SIFE) (no baseline) • 100 percent of SFIHS graduates will enroll in college in the fall after graduation according to NSC data (2017: 82%) • Maintain high FAFSA/CalGrant completion rates (2017: 99%, currently the highest in SFUSD for three consecutive years) • Students will master study habits necessary to pass classes, apply for college, and succeed in college according to the English use and group-work behavior rubrics (no baseline) • 11th grade students will describe the requirements for high school graduation, develop a post-secondary plan, and understand the college application process, as measured by a College and Career pre/post survey.(no baseline) • 11th and 12th grade students will demonstrate college readiness, as measured by CCSF early college program performance and feedback. • 100 percent 11th and 12th grade students will participate in CCSF early college program</p>	<p>• Provide additional supports for early college program. • Utilize 11th and 12th grade curriculum dedicated to college readiness. • Identify "off track" students and follow-up with targeted interventions. • Provide financial Aid workshops for families and students in the summer during and after school. Head Counselor trains adult volunteers for 30 minute and provides a checklist beforehand to help families ensure that everything is correct before they submit. • Continue senior seminar classes dedicated to all components of the college process, including financial aid, college application process, etc. • Continue support of current and former students via the SPAN program • Continue the use of block schedules for 11th and 12th grade students to facilitate early college and internship programs. • Partner with the SFUSD College and Career Readiness program to ensure that early college is successful. • Hire additional college counselor to support SFIHS students</p>
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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?

We are building around a problem of practice: How are students mastering content and language and reflecting with a growth mindset to revise and extend their thinking to build their self-awareness and student voice in the school community? We started August PD around some identity work around ourselves in order for us to examine how we see our students with an asset based lens. We are reading the book “Culturally Responsive Teaching and the Brain” by Zaretta Hammonds, setting SMARTE goals, and focusing on sharing best practices around using formative assessments to revise our lesson plans. Staff spends time in all staff professional development, departments and teams during Wednesday early release days. They spend their team time working on logistics and horizontal alignment of shared structures and student support, and department time working on instructional vertical alignment of shared structures.

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)
We will add an additional leadership role of department leaders, who will focus solely on instruction. We will have a coaching team of 4 to coach literacy, and STEM. We will implement instructional cycles of inquiry based on data in departments regarding mastery of content.	We will allocate extended hours and a stipend for leadership roles. We will also allow for funding for substitutes for Witsi PD, and other professional development opportunities with the Internationals Network of Public Schools.

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.)	Data taken from Wellness s Program Service Summary. -339 (unduplicated count) youth served -303 students received general counseling -160 students received case management services -120 students received behavioral health counseling -68 students received medical services -15 students received sensitive services	-Prioritize services for students on FYIT, EWI, and FYS lists - Respond to Wellness referrals within 2 to 4 weeks of receiving referral (unless it is a crisis or emergency) -Offer access to confidential health services to all students	Case management, IEP’s, 504 plans, support groups
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	EWI List FYIT List FY List Complex Learner, as identified by ORR		

		Launch 2 gender-specific family reunification groups per year Check-in with, and connect students on the EWI list, FYIT, and Foster Youth Host 1-2 "Know Your Rights" workshops Weekly meetings with Immigrants Rising and CARECEN Monthly legal clinics	Implement Tier 2 & 3 interventions for struggling students. These include individualized (Tier 3) behavioral health supports, such as case management and therapy. Tier 2 supports include groups to address issues impacting the larger community. For example, there is a harm-reduction group to respond to substance abuse; grief and loss; family reunification, and pro-socialization. We also partner with immigrant rights organizations to provide free legal consultation and linkages to educational pathways
Student Engagement/ Attendance	Data taken from the SFI site summary. Performance and Trend: 36.3% of students were chronically absent.	Increase attendance by 2%	Husky tickets Classroom rewards for attendance increase Rallies Assemblies
School Culture/Climate	Data taken from the SFI site summary. Performance and Change: Students: 83% Staff: 77% (-11%) Family: 96% (-1%)	Performance and Change: Students: Increase by 3% Staff: increase by 5% Family: Increase by 2%	Monthly I-Group workshops to facilitate growth in teacher and staff leadership around cultural and self reflection to help promote inclusivity in the school culture.
Social Culture/Climate	Data taken from the SFI site summary Performance and Change: Growth Mindset: 52% (-3%) Self Efficacy: 59% (-1%) Self-Management: 72% (-4%) Social Awareness: 67% (6%)	Performance and Change: Increase growth mindset by 3%. Increase Self efficacy by 3% Increase Self-Management by 4% Increase Social Awareness by 3%	Build on student activities, through clubs, sports programs and The support of The Futures Project monthly assemblies and student centered focused leadership activities.
Wellness Policy		-Distribute healthy snacks to a minimum of 300 students per week. These include: fruits, cheese, and cookies (SF Food Bank) -Monthly outreach by a neighborhood clinic around youth development, reproductive health, access to health coverage -In collaboration with Youth Outreach Coordinator and School Nurse, plan a minimum of 2 tobacco cessation presentations -Annual Health and Wellness Fair with several CBO's -Facilitate a minimum of 2 workshops with incoming 9th and 10th graders about Wellness services, in partnership with PE & Health class	SF Food Bank MNHC YOW/YOC

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 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 checked="" type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input checked="" 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:	
In regards to SPED families, school staff can strengthen partnership by connecting families with CBOs. For example, school staff can invite CBO to present workshops for families. For example, Support for Families of Children with Disabilities can facilitate workshops around many SPED topics.	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
Families would participate in school events if events were tailored to their interests and needs. A parent survey of wants/needs in regards to community resources would be a way to gather data.	
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 checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input 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.	
Refugee Transitions Future Project DCYF	
What are your specific goals or objectives for these partnership?	
To decrease our D/F list through increased instructional support, improve school culture and buy in, and to allow students to have internships and work learning projects (and a career fair in the fall) that allow them to explore career pathway options.	
What actions will you take to deepen your school's partnership with community organizations?	
Linking to Learning: Parent/Student orientation prior to the beginning of the school year families, students and teacher meet with Advisor, Sped Teacher, Counselor. An opportunity to get to know parent and student and create goals with parents and target possible challenges. Sharing power & decision making: Parent Representatives: create parent committees (one for each language). Parent representatives will partner with specific teachers to collaborate on school wide formal and informal structures. Parent group should be diverse and represent all students.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We might see challenging student behavior decrease - if we take caregiver and student feedback when creating school rules/guidelines. We might see more parent participation throughout the year and out culture of climate survey if parents are reaching out to other parents/caregivers.	

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 = \$600

While we have a small number of students who are officially classified as students with IEPs, our services for special education students and students with an interrupted formal education (SIFE) are similar. These funds will be used for instructional and assessment materials for our RSP (\$167) as well as paraprofessional support.

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 = \$119,922

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

Because our school is 100% English language learners, all of our funding goes to support their needs. We focus on teacher collaboration for curriculum development and differentiation, training for teachers in language and literacy development, supplemental materials and supplies for scaffolded instruction, and meeting students academic and socio-emotional needs through the advisory program. In addition, \$101,353 of these funds are used to support FTEs and benefits for additional English teacher positions as well as part of an academic counselor's FTE (\$12,423) for our most struggling students and part of an additional push in support para (\$5,685).

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 = \$78,279

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

Because our school is 97% students who qualify for free or reduced lunch, all of our funding goes to support their needs. We focus on small class sizes, teacher collaboration for curriculum development and differentiation, training for teachers, supplemental materials and supplies for students, and collaboration time for teachers to plan for meeting students academic and socio-emotional needs through the advisory program. In addition, \$77,964 of these funds support salary and benefits for an additional teacher who focuses on support and college access for high needs seniors and \$314 for supplies for that work.

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 = \$60,000

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?

Because so many of our students come to us with an interrupted formal education, we will use \$59,408 of these funds to support additional paraprofessionals in sections of a literacy support class for students who may not be readers or writers in their native language, and \$591 for supplemental materials and supplies for these classes.

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 = \$85,625

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?

Because so many of our students come to us without schema or access to US higher education systems, we will use \$85,285 of these funds to support sections of a college and career support class, part of a paraprofessional salary, and \$339 for supplemental materials and supplies for these classes.

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 = \$68,573 (31500)

How do you plan to use these funds?

Title 1 funds will be used to pay for part of an additional counselor (\$68,573) to support our highest needs 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)

1% Title I Parent Set Aside = \$600

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.**

We set aside a small amount of funds to support parent engagement, and family nights (Latinx culture night and Lunar new year). We will use this for food, planning and supplies for the events. Additional parent involvement efforts will be supported by the additional paraprofessionals we hired.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council: 10/3/2018

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

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

Impact & Innovation Awards =

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

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

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

Principal's Innovation Fund = (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			
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
1	1		3
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:

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.

We will be offering a numeracy and procedural fluency class as well as a Literacy support class for our highest needs students or students with limited or interrupted formal education.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 10/3/2018

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
Michael Johnson	Assistant Principal	Michael Johnson
Gina Cestoni	Student	Gina Cestoni
Jose Urista	Athletic Director/Head of Security	Jose Urista
Elsa Gamino	Front Office Clerk	Elsa Gamino
Walter Araujo	Parent	Walter Araujo
Edith Melendez	Paraprofessional	Edith Melendez
David Suen	T10/Coach	David Suen
Tara Hobson	Principal	Tara Hobson
Brittany Ueno	Science Teacher/Instructional Coach	Brittany Ueno