



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

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| School | The Academy - San Francisco @ McAteer |
| Principal | Gregory Markwith |

SCHOOL VISION & CONTEXT

The Academy - SF @ McAteer is a small high school that focuses on Relationships, Relevance and Rigor throughout its robust academic and social-emotional program. As a community of student and adult learners, we strive to develop growth rather than fixed mindsets and honor the process of academic development and believe that hard work and struggle is more important than being intelligent or smart. Our students graduate with the skills to think critically and have content knowledge, connect curriculum and skills to college and careers, communicate ideas and ask questions effectively and collaborate with peers (Written and Spoken), create a future of their choice, and contribute to their school community and the community around them. The adults on campus reflect on practice, have high behavioral and academic expectations (warm demanders), continually build strong relationships with students and employ a strength - based approach to teaching and learning. And, beginning in Spring, 2015 we use grade-level and department-level PLCs as a key strategy to routinely engage in this work, and the adults in the building look forward to continue to use the PLC structure as a key reform lever moving forward. We are the Academy Wolves - hear us how!!!! For the 2017 - 2018 school year, we are asking ourselves this essential question: How might we use culturally responsive approaches to learn more about our students and implement practices that honor their diverse academic and social-emotional needs, in particular our African American and Latino students? This essential question has driven our professional development this year, which includes looking at how adult micro - aggressions towards students (and each other) are a detriment to our vision as a school. Additionally, we have explored how effective communication between staff members is a boon or a hinderance to serving our most vulnerable students. We have focused on how using direct dialogue between staff members is a key lever in creating trust across differences. This year we have continued to refine how staff members use weekly common planning time (case management of students and targeted academic interventions across the curriculum), which has produced a continued reduction in D and F% across the school and in all significant student target groups, as well as an strengthening of adult relationships in support of student academic and social - emotional success. Our Additionally, the focus on Restorative Practices during first semester professional development has helped to operationalize its use throughout our school community. This year we continue to make strides in two major areas: The reduction of Chronic Absenteeism (As of publication of this document we sit at 9.8%, which is an over 5% drop from last year) currently %) and a continued decrease in Ds & Fs. After three and a half years of construction, we have moved into our new main space on the 1st floor of the McAteer academic building and continue define our identity and culture as a school which has been exciting and challenging at the same time. This year we have had an influx of dynamic, equity centered and resilient staff members which has pushed all of our practices beyond expectations. As a school we are working to align everything we do to our new mission and vision, but specifically we are working towards every student being able to answer the following questions in class: "What are you learning, why are you learning it and why does it matter?"

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

| Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/ | Contains data for the following Strategies in Action | Data in Report |
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| Mid-Year Performance 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):

Latino, African American Students, and Low - Income Students

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 |
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| SBAC Spring, 2017 SBAC ELA administration saw 49% of our students score proficient. This is nearly a 20% drop from the year before. However, we saw a D & F rate for the year of 15% which is nearly the same as the year before. Unfortunately, we saw three different ELA teachers in our two sections of non-AP ELA. The second of three did very little to improve the skills of our students, and the third of three did her best to salvage the year. Many of our students when they sat down to take the test indicated they felt fatigued and did not try their best. Fall, 2018 Update ASF saw 39% of our 11th graders score proficient on the ELA SBAC. This is a 10% drop from Spring, 2017. Our D/F rate as a school for ELA jumped 4% to 19%. The SBAC results were a bit unexpected because as mentioned, there was a consistent English teacher for them (which is different from the year before). The test coordinator mentioned that during SBAC testing, students seemed to have low morale and overall low interest in completing the exam, despite encouragement. This was reported to the Principal, | For SBAC, we aim to move our SBAC scores back up to our 2015 - 2016 proficiency levels and I believe that we will see that jump if only because our 11th graders will have the same English teacher all year long. Our 9th and 10th grade English teachers will give the RI once again in April, which will give us an idea of how our students have progressed. I am hoping to see a 10% jump in proficiency level at each grade. In the Spring, we are working towards seeing a 5% drop in the D & F rate in English. | Our 9th and 10th grade English teachers will continue to have students complete sustained silent reading in their classes. All of our teachers will be Implementing SFUSD Humanities design for Workshop Approach for both reading and writing Guided annotations using Notice and Note annotation strategies | |

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| <p>which has now taken over testing coordinator duties to ensure the a more positive and professional testing culture. Reading Inventory If we look at Fall, 2017 Reading Inventory scores, 57% of the 158 students who took the Reading Inventory were Advanced (18%) or Proficient (37%). And, 20% of the students who took the Reading Inventory were Basic. These overall results favorably compare to the 52% Advanced or Proficient rate for all HS students in SFUSD. The Academy has a 5% higher pass rate. I believe our data for RI is higher than the district average because of the time spent by both our 9th and 10th Grade English teachers teaching annotating and by the fact that our 10th grade teacher does sustained silent reading at the beginning of each period. Our 9th and 10th graders scored 60% and 55% Advanced or Proficient respectively, compared to all SFUSD HS students who were 52% (9th) and 55% (10th) Advanced or Proficient. From last year to this year, students the 18 students who were Below Basic, 4 of them made progress (22%) and of the 32 students who were Basic, 14 made progress (43%). 4 of the 28 students who were proficient lost ground while all 25 students were were Advanced maintained that level. However, approximately 50 MORE students took the RI this year than last year. Grades Grade-wise, in Fall, 2017 almost 40% of our students received As in English (even with the district), while 18% of our students received a D or an F (even with the district). In Fall, 2016, 33% of our students received As while 16% of our students received a D or an F. Fall, 2018 Update In Spring, 2018, there was no change in the ELA grade data. IWA 70% of our 9th graders were Proficient, Commendable or Exceptional in the Spring, 2018 IWA. 30% of our 10th graders were Proficient, Commendable or Exceptional in the Spring, 2018 IWA In general, Our English department is a tad disjointed as all of our staff teach different subjects that English. During department team time, they generally meet as a Humanities team (with Social Studies).</p> | | | <p>Our English department will continue focus on countering the master narrative through culturally relevant curriculum and pedagogy. There will be an aligned annotation guide used throughout humanities and a continued focus on argumentative writing and making arguments and supporting with different forms of evidence. The will be communication to all stakeholders about the importance of SBAC (Website, Instagram & Twitter, Advisory, classroom presentations, community meetings) We will continue to work on positive school culture throughout the school to increase the connection between students and the curriculum. We will also continue our work towards standardizing the time period during which the interim assessments and SRI are given so our Humanities department is able to authentically use this data to inform instruction and inform our vertical alignment of common core skill building. Additionally, we will construct a tiered teacher support plan in order to provide real time feedback and coaching. This will allow our teachers to be more reflective about practice in support of providing the greatest access to the curriculum for all students. Our ELA and Social Studies department is very knowledgeable and adept at Common Core curriculum and have proven to be reflective learners and equity focused.</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? |
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| <p>Our two largest populations that are statistically significant are our Latino and Low - SES students. We also look at data for our African - American students. SBAC In Fall, 2017 we received news that on SBAC ELA, our Latino students dropped from 65% proficient to 30% proficient from Spring, 2016 to Spring, 2017. Our Low - SES students dropped from 69% to 50% during that same time frame. Our African American students</p> | | |

actually saw a slight increase from 38% proficient the year before, to 40% proficient in Spring, 2017 As mentioned above, since we have such a small population of students, an had an unstable teaching situation in 2016 - 2017 for all two thirds of our 11th grade students, a major challenge such as that can have a devastating effect on test scores. Fall, 2018 Update In Fall, 2018 we received news that on SBAC ELA, our Latino students dropped from 30% proficient to 20% proficient from Spring, 2017 to Spring, 2018. Our Low - SES students dropped from 50% to 40% during that same time frame. Our African American students saw a decrease from 40% proficient the year before, to 25% proficient in Spring, 2018 Reading Inventory If we look at Fall, 2017 Reading Inventory scores, 39% of the 54 9th and 10th grade Latino students who took the Reading Inventory were Advanced (11%) or Proficient (28%). And, 24% of the Latino students who took the Reading Inventory were Basic. These overall results favorably compared to the 32% Advanced or Proficient rate for all Latino HS students in SFUSD. (The Academy has a pass rate that is 7% higher) Of the 13 African - American students who took the Reading Inventory, 54% were proficient. This is much higher compared to 28% in SFUSD. Grades Grade-wise, in Fall, 2017 24% of our Latino students received As in English (even with the the district), while 25% of our Latino students received a D or an F (even with the district). This is an increase from Fall, 2016 when 22% of our Latino students received As while 21% of our students received a D or an F. Fall, 2018 Update in Spring, 2018 30% of our Latino students received As in English (even with the the district), while 25% of our Latino students received a D or an F (8% higher then the district). This is an 6% increase in As from Fall, 2017 when 24% of our Latino students received As and a 5% decrease in D/Fs when 25% of our students received them. In Fall, 2017 38% of our Low - Income students received As (even with the district) while 20% earned a D or F (even with the district). This is a marked improvement from Fall, 2016 when 30% of our Low - Income students received As and, 26% of our Low - Income students received a D or F. Fall, 2018 Update In Spring, 2018 40% of our Low - Income students received As (3% lower than the district) while 24% earned a D or F (12% higher than the district). This is a slight increase in As from Fall, 2017 when 38% of our Low - Income students received As and, 20% of our Low - Income students received a D or F. In Fall, 2017 28% of our African - American students received As (5% better than the district) while 18% earned a D or F (13% better than the district). This is a marked improvement from Fall, 2016 when 17% of our Low - Income students received As and, 31% of our African - American students received a D or F. Fall, 2018 Update In Spring, 2018 15% of our African - American students received As (5% lower than the district) while 36% earned a D or F (16% higher than the district). This is a huge drop from Fall, 2017 when 38% of our AA received As and, 18% of our African - American students received a D or F.

For SBAC, we aim to move our SBAC scores back up to our 2015 - 2016 proficiency levels and I believe that we will see that jump if only because our 11th graders will have the same English teacher all year long. Our 9th and 10th grade English teachers will give the RI once again in April, which will give us an idea of how our students have progressed. I am hoping to see a 10% jump in proficiency level at each grade. In the Spring, we are working towards seeing a 5% drop in the D & F rate in English four our Latino, African - American and Low - SES students.

We will continue to refine co-teaching (which we started in 2016 - 2017) and increase overall collaboration time between SPED and Gen Ed teachers during CPT with an eye on a greater level of differentiation across content areas. Additionally, we will continue to be more strategic with regards to when and how and by whom SPED teachers push in and how to best utilize paraprofessionals in the classroom. Having more adults in the room, engaging in targeted support for not only students with IEPs but also our Tier - 2 students (Latino and Low - SES) in ELA courses will help increase access to the ELA common core curriculum. Last year we hired a Latino Parent Liaison who is familiar with our district and the communities from which most of our Latino and Low-Income students come from. He will focus on engaging all of our families - but especially our Latino and Low-Income families - to better integrate them into our school community and their student's academic lives.

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, African American Students, and Low - Income Students | | | |
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| 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 |
| SBAC Using data from the Spring, 2017 SBAC Math administration, our 11th graders were 25% proficient which was the same as Spring, 2016. Last year was the first year of our new math team and our 11th grade math teacher was in her first year teaching. We also began implementation of Complex Instruction, which went well but was new for our school. For the Fall, 2017 we non - re elected one of our math teachers and replaced them with someone who we consider to be more effective. We expect our Math SBAC scores to increase this year Fall, 2018 Update We predicted wrong, and our Math SBAC scores went down. 17% of our 11th graders were proficient on the Math SBAC exam, which is an 8% drop. Fall Math Milestone Tasks Algebra 1 Of the 74 students who completed the task, 62% of the students mastered it versus 37% who did not. Geometry Of the 68 students who completed the task, 70% mastered it while 30% did not. Algebra II Of the 93 students who completed the task, 97% mastered it while 3% did not. Grades Grade-wise, in Fall, 2017 almost 33% of our students received As in Math (3% lower than the district), while 20% of our students received a D or an F (even with the district). This was a decrease in As and an increase in Ds and Fs compared to Fall, 2016. In Fall, 2016, 42% of our students received As while 12% of our students received a D or an F. Our math department is in its second year working together and continues to hone its delivery of the common core curriculum using complex instruction. As part of their participation in the district Complex Instruction Additionally, our teachers receive regular coaching from the Math division of Curriculum & Instruction in complex instruction. Fall, 2018 Update Grade-wise, in Spring, 2018 35% of our students received As in Math (2% higher then Fall, 2017, even with the district), while 24% of our students received a D or an F (4% higher then Fall, 2017, 2% higher than the district). | For SBAC, we aim to move our SBAC scores back up to our 2015 - 2016 proficiency levels and I believe that we will see that jump if only because our 11th graders will have the same English teacher all year long. Our math teachers will give the milestone task once again in the Spring, which will give us an idea of how our students have progressed. I am hoping to see a 5% jump in proficiency level at each grade. In the Spring, we are working towards seeing a 5% drop in the D & F rate in English. | Complex Instruction All of our math teachers are trained in complex instruction. Students work in heterogeneous groups with a focus on explaining and justifying concepts in writing and talking. This holds all students accountable to understand the work, not only for themselves but also to their peers. Collaboration-subject teams collaborate to make the core curriculum accessible to all students. These teams do the math together, brainstorm potential student misconceptions, then make scaffolds and write the lesson plan so that the lesson is accessible to Academy students. We also write assessments together, create a rubric, and look at student work across classes to further evaluate our own practice and ensure all students are learning. This also ensures our classes are consistent from teacher to teacher. We also allow for multiple modes of assessment or proving mastery, including tests, presentations, oral exams and observations of students in groups. | In 2016 - 2017 our goal was to continue our work towards standardizing the time period during which the interim assessments and site-based formative assessments are given so our Math department is able to authentically use this data to inform instruction and inform our vertical alignment of common core skill building. This will continue in 2017 - 2018, and our second year of being a Complex Instruction school will commence. Additionally, we will construct a tiered teacher support plan in order to provide real time feedback and coaching. This will allow our teachers to be more reflective about practice in support of providing the greatest access to the curriculum for all students. And, we will align our math teachers preps to maximize collaboration time in addition to regular weekly common planning time. We will also offer extended hours to our math department to increase collaboration time. Collaboration will continue to be a major focus for our math department, especially around CI best practices. Math department will also focus on countering the master narrative through work on status through CI participation structures. We develop organizational practices across the department (a Do Now, table folders, color coding, exit tickets, participation quizzes, numbering assignments) that help students understand the expectations and routines in a math classroom as it is consistent from year to year. We have also created a mathematical fluency checklist that we refine from year to year, however, has a consistent list of skills we feel are necessary to be successful in a math class at The Academy. |
| 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? | |

Our two largest populations that are statistically significant are our Latino and Low - SES students. We also count our African - American students as focal students. SBAC Our Latino students (nearly 35% of our population) and our Low-SES students (nearly 60% of our population) were 9% (8% decrease from Spring, 2016) and 32% (4% decrease) proficient on the MATH SBAC assessment respectively. Districtwide Latino students were 18% proficient on MATH SBAC (about 10% higher than The Academy) and Low-SES students were 50% proficient on MATH SBAC (18% better than the Academy). In Spring, 2017 our African - American students were 20% proficient, which is a 7.5% increase in proficiency level from Spring, 2016. This is the only demographic group to see an increase in a down year for us. And, we are 12% higher than the district average for African - American students. Fall, 2018 Update Our Latino students (nearly 35% of our population) and our Low-SES students (nearly 60% of our population) were 3% (5% decrease from Spring, 2017) and 19% (12% decrease from Spring, 2017) proficient on the MATH SBAC assessment respectively. Districtwide Latino students were 15% proficient on MATH SBAC (about 12% higher than The Academy) and Low-SES students were 43% proficient on MATH SBAC (24% better than the Academy). In Spring, 2018 our African - American students were 14% proficient, which is a 6% drop in proficiency level from Spring, 2017. We are 2% lower than the district average for African - American students. Fall Math Milestone Tasks Algebra 1 Of the 26 Latino students who completed the task, students completed 60% of the task correctly (compared to 67% within the general population). Of the 43 students who are Low - Income who completed the task, students completed 61% of the task correctly (compared to 67% within the general population). Of the 7 students who are African - American who completed the task, students completed 53% of the task correctly (compared to 67% within the general population). Geometry Of the 27 Latino students who completed the task, students completed 61% of the task correctly (compared to 68% within the general population). Of the 33 students who are Low - Income who completed the task, students completed 65% of the task correctly (compared to 68% within the general population). Of the 6 students who are African - American who completed the task, students completed 56% of the task correctly (compared to 68% within the general population). Algebra II Of the 42 Latino students who completed the task, students completed 85% of the task correctly (compared to 88% within the general population). Of the 55 students who are Low - Income who completed the task, students completed 86% of the task correctly (compared to 88% within the general population). Of the 16 students who are African - American who completed the task, students completed 83% of the task correctly (compared to 88% within the general population). Grades Grade-wise, in Fall, 2017 almost 17% of our Latino students received As in Math (1% lower than the district), while 30% of our students received a D or an F (6% better than the district). This was a significant decrease in As and a significant increase in Ds and Fs compared to Fall, 2016. In Fall, 2016, 32% of our Latino students received As while 40% of our

For SBAC, we aim to move our SBAC scores back up to our 2015 - 2016 proficiency levels. Our math teachers will give the milestone task once again in the Spring, which will give us an idea of how our students have progressed. I am hoping to see a 5% jump in proficiency level at each grade. In the Spring, we are working towards seeing a 5% drop in the D & F rate in math for our Latino, African - American and SPED students.

In 2016 - 2017 our goal was to continue our work towards standardizing the time period during which the interim assessments and site-based formative assessments are given so our Math department is able to authentically use this data to inform instruction and inform our vertical alignment of common core skill building. This will continue in 2017 - 2018, and our second year of being a Complex Instruction school will commence. Additionally, we will construct a tiered teacher support plan in order to provide real time feedback and coaching. This will allow our teachers to be more reflective about practice in support of providing the greatest access to the curriculum for all students. And, we will align our math teachers preps to maximize collaboration time in addition to regular weekly common planning time. We will also offer extended hours to our math department to increase collaboration time. Collaboration will continue to be a major focus for our math department, especially around CI best practices. Math department will also focus on countering the master narrative through work on status through CI participation structures. We develop organizational practices across the department (a Do Now, table folders, color coding, exit tickets, participation quizzes, numbering assignments) that help students understand the expectations and routines in a math classroom as it is consistent from year to year. We have also created a mathematical fluency checklist that we refine from year to year, however, has a consistent list of skills we feel are necessary to be successful in a math class at The Academy.

students received As while 19% of our students received a D or an F. In Fall, 2017 our Low- SES students had a 34% A rate in Math and a 20% D & F rate. This is a 4% decrease in As and a 5% increase in Ds and Fs compared to Fall, 2016. In Fall, 2017, 18% of our African American students received an A in math which 30% received a D or an F. This is slight increase in As and a 6% increase in Ds and Fs. Our school is on par with SFUSD students who are African - American with regards to receiving As. in math. ASF African - American students received 6% less Ds and Fs in math than their counterparts in SFUSD. Fall, 2018 Update Grade-wise, in Spring, 2018 19% of our Latino students received As in Math (2% increase from Fall, 2017, 4% than the district), while 35% of our students received a D or an F (5% increase from Fall, 2017, 6% better than the district). In Spring, 2018 our Low- SES students had a 36% A rate in Math and a 27% D & F rate. This is a 2% increase in As (and 5% better than the district) and a 7% increase in Ds and Fs (even with the district). In Spring, 2018, 11% of our African American students received an A in math and 42% received a D or an F. This is a 7% decrease in As and a 12% increase in Ds and Fs. Our school is on par with SFUSD students who are African - American with regards to receiving As. in math. ASF African - American students received 3% less Ds and Fs in math than their counterparts in SFUSD.

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 |
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| | To ensure that all students have access to and success in the core academic program, students are encouraged to take at least two of the three core science courses for SFUSD graduation. Various strategies, such as differentiated instruction, scaffolding, and other methods, are embedded in core content instruction to allow for success and access of the science curriculum content for all students. Students will be evaluated on their proficiency in science obtained from these three core NGSS science courses via the California Science Test (CAST). The CAST operational exam is tentatively set by SFUSD for the 11th Grade during school year 2019 - 2020 | One of our teachers was an author on the soon to be rolled out NGSS Physics curriculum. The two teachers in our department avail themselves of the PD opportunities provided by the district, the California Science Teachers Association and the National Science teachers Association to continue to learn how to implement NGSS in their classrooms. Since the majority of Science classes this year are Biology (we are resetting our sequence) our two teachers collaborate extensively, and as one of our Biology teachers is new (and was in the SF Teacher Residency program), he receives individual coaching from SFUSD. |

All students should be learning the new Next Generation Science Standards (NGSS) through the implementation of the SFUSD Science Core Curriculum by Fall 2019. The following courses are being rolled out at The Academy - SF by the following timeline: NGSS Biology (9th & 10th graders, Fall, 2017), NGSS Physics (10th graders, Fall 2018), and NGSS Chemistry (11th graders, Fall 2019). Two teachers have attended the SFUSD district-wide NGSS Biology PD days during 2017 - 2018. Students at The Academy - SF choose to take between 3 to 4 years of science. During 2017 - 2018, the two Science elective courses we offer are Astronomy and Agriculture. In 2018 - 2019, we will offer AP Environmental Science and Physiology as our Science electives. In Fall, 2017 41% all ASF students received an A in Science while 19% received a D or F. This is a slight decrease in As (44% in Fall, 2016) and a fairly large increase in Ds or Fs (11% in Fall, 2016). In Fall, 2017 28% of our African - American students received As in Science (5% better than SFUSD HS) while 20% of them received Ds or Fs (14% better than SFUSD HS). This is an increase in As of 6% and a decrease of 2% in Ds and Fs from Fall, 2016. In Fall, 2017 28% of our African - American students received As in Science (5% better than SFUSD HS) while 20% of them received Ds or Fs (14% better than SFUSD HS). This is an increase in As of 6% and a decrease of 2% in Ds and Fs from Fall, 2016. In Fall, 2017 26% of our Latino students received As in Science (6% better than SFUSD HS) while 26% of them received Ds or Fs (4% better than SFUSD HS). This is an decrease in As of 9% and a decrease of 8% in Ds and Fs from Fall, 2016. In Fall, 2017 42% of our Low - SES received As in Science (7% better than SFUSD HS) while 22% of them received Ds or Fs (2% worse than SFUSD HS). This is a slight increase in As of 1% and an increase of 8% in Ds and Fs from Fall, 2016.

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 |
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| | 1. Continue to see increases in students making progress on the ELPAC (formerly CELDT). It is hard to determine what kind of jump we are looking for as none of our students have yet to take the ELPAC. 2. Increase the number of ELL students reclassified. | Continue to use SDAIE strategies and language objectives in core classes to support all ELL students. Continue to expand and provide collaboration time for our site ELL PLC to support students and inform instructional practice. Students will be placed in a designated ELD course sequence that is aligned with their academic performance and ELPAC score. |

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| At time of this BSC publication. The Academy - SF has 28 English Language Learners which is 8% of our population. The majority (just over half) of these students' home language is Spanish and the rest is a mix of Russian and Chinese (Mandarin). Our ELL population has decreased from 13% to 8% over the past five years. Over the past three years, we have seen the percentage of students making progress towards English proficiency increase from 77% to 97% (20% jump). Last year, 78% of our ELLs met AMAO 1 (15% over our target 20% better than SFUSD HS) and for AMAO 2, 62% of our students who have less than 5 - years attained English | | |
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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? |
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| All 9th graders are enrolled in Health class for a full school year. They receive a comprehensive health education program in addition to the Health component of Physical Education. Students use heart rate monitors to ensure that their heart rate is at an optimal rate while exercising. Students are taught the skills to lead active healthy lives and to make healthy choices. | All students at The Academy will take and pass a Health class. | Our counselors will schedule all students to take the health class and will review the student transcripts to ensure any student receiving a D/F makes up the course to receive credit for graduation. |

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? |
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| All students have equal access to our arts programs and of the four VAPA sections, one is taught by an Artist - In - Residence (a CBO funded Social Justice theatre position). Our PEEF budget supports all of the arts sections through the purchasing of arts supplies. Most of the PEEF funding goes to our visual arts program which is the most materials intensive. We make our arts offerings as culturally relevant as possible. For example, we have a large Latino population at our school so we started offering a Latin Dance Class last year (which is very popular). Additionally, we partner with Community Works West ROOTS program to offer a Social Justice Theatre class. Our two visual arts sections use culturally relevant content and art techniques to engage our students. | Since we have a small VAPA department at our school we must ensure that all courses we offer work for our upper division students' schedules. Ultimately, our goal every year is for our arts program to reinforce respect for cultural traditions by offering curriculum and programs that represent and honor San Francisco's demographic cultural, intellectual, social and spiritual diversity. | It will be important for us to communicate to our current and future VAPA instructors our expectations around curriculum and instruction. Also, we are looking to hire an AIR to teach a music production class so we can utilize our student - built and student - run music studio that now exists on campus. This will allow for us to offer even more VAPA electives that are culturally relevant. |

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

| Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided. | What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and overall health? | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| Our master schedule reflects that students receive the required physical education instructional minutes in the 9th and 10th grades. Our PE courses ensure that age-appropriate, developmentally appropriate, and sequential PE courses are provided for all students in 9th and 10th grades. | Our Physical Education target is to improve aerobic capacity for 70% of 9th and 10th grade students in our identified focal groups through standards based PE curriculum, SMARTE Goal and e-portfolios. | The shifts required to achieve our target include analysis of fitness gram data, F4L concepts, fitness and health pre and post test assessments. The PEEF PE funding will enable us to reach our PE target. |
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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. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5 |
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| Social Studies Grades In Fall, 2017 41% of our students received As in Social Studies (even with the district), while 15% of our students received a D or an F (even with the district). In Fall, 2016, 48% of our students received As while 11% of our students received a D or an F. In Fall, 2017 31% of our Latino students received As in Social Studies (6% higher than the district), while 20% of our students received a D or an F (5% lower than the district). In Fall, 2016, 41% of our students received As while 12% of our students received a D or an F. In Fall, 2017 25% of our African - American students received As in Social Studies (2% higher than the district), while 14% of our students received a D or an F (15% lower than the district). In Fall, 2016, 22% of our students received As while 30% of our students received a D or an F. In Fall, 2017 41% of our Low - SES students received As in Social Studies (4% higher than the district), while 18% of our students received a D or an F (even with the district). In Fall, 2016, 46% of our students received As while 11% of our students received a D or an F. | Like all of our other subject areas, we want our As to go up and our D and Fs to go down, plain and simple. | Our Social Studies department will focus on countering the master narrative through culturally relevant curriculum and pedagogy. There will be an aligned annotation guide used throughout humanities and a continued focus on argumentative writing and making arguments and supporting with different forms of evidence. The will be communication to all stakeholders about the importance of SBAC (Website, Instagram & Twitter, Advisory, classroom presentations, community meetings) We will continue to work on positive school culture throughout the school to increase the connection between students and the curriculum. We will also continue our work towards standardizing the time period during which the interim assessments and SRI are given so our Humanities department (including Social Studies) is able to authentically use this data to inform instruction and inform our vertical alignment of common core skill building. Additionally, we will construct a tiered teacher support plan in order to provide real time feedback and coaching. This will allow our teachers to be more reflective about practice in support of providing the greatest access to the curriculum for all students. Our overall instructional focus next year will be on differentiation. Our focus on differentiation was spawned initially from making sure we best serve our students with IEPs and now we are even more excited to focus on differentiation as it is an effective Tier - 1 strategy. Our ELA and Social Studies department is very knowledgeable and adept at Common Core curriculum and have proven to be reflective learners and equity focused. Our current 11th grade cohort is a very tight group of students, which makes individual interventions clear and concise. We want to support ALL teachers to make common core shifts in instruction, however this has been slow going. |

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 |
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| CCSF Partnership This year we were very excited to begin a partnership between The Academy, the SFUSD Early College program in the Office of College & Career Readiness, and City College of San Francisco (CCSF). ... | | |

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| <p>San Francisco (CCSF). Students in this program will enroll in college courses as high school seniors, with an emphasis on subjects connected to jobs in high-demand career fields. In Fall, 2017 students were able to enroll in four fields of study or "concentrations": Biotechnology: Bridge to Bioscience (BTEC) Broadcast Electronic Media Arts (BEMA) Child Development & Family Studies (CDEV) Computer Networking & Information Technology (CNIT) For this project, our goal is to provide students with a successful and supported college experience while still in high school, and provide an introduction to a career pathway. After high school, our goal is that students will continue to attend college while working in a career field with potential for advancement, and/or earn a college degree. Research has shown that students who graduate high school and attend some college earn an average of \$14,000 more per year than students who do not graduate from high school. Students who earn an associate's or bachelor's degree earn \$10,000-\$24,000 more per year than high school graduates. The payoff is clear: attending college dramatically improves lifetime earnings, at every income level and in every career field. Students participating in this project will attend classes in the morning at The Academy as usual. After lunch, students will take a district-provided bus to the CCSF Mission campus, located at 1125 Valencia Street, to take college level classes in the afternoons. Students will be responsible for attending classes, participating in discussions and assignments, and completing homework and projects. Students are also responsible for managing their time, grades, and communication with CCSF instructors. Throughout the semester, all students will be supported in their college classes by their Academy teachers, Early College teachers, and AVID tutors. As always, your support and encouragement is extremely important to your child's success. In Spring, 2018 we expanded the course offerings for our Seniors to: LGBT American History (3) Film History: Contemporary Film Expression (3) The African American in the United States From the Reconstruction to the Present Introduction to Sociology (3) College Success (3) Design Fundamentals (3) Music Fundamentals (3) Introduction to Computer Applications for Business (3) College Counseling Additionally, we work with two CBOs - The SF Bar Association School - to - College Program and the JCYC College Access Program to provide college counseling to our student body. This comes in the form of two full - time employees who not only support our students individually but also deliver classroom support. These two employees collaborate with our academic counselors as well to host events such as Cash for College night, FAFSA completion events, and our Fall and Spring College Awareness nights. They also plan and execute college campus visits. Starting in Fall, 2017 10th and 11th graders take the PSAT (10th graders are paid for by SFUSD and the 11th graders are paid for by our school) to prepare them for taking the SAT test their Junior and Senior years. AP Classes Currently ASF offers 4 AP courses (AP Lit, AP Lang, AP Calculus and AP US History). Our students do not typically perform well on the AP exams at the end of the year (26% with a score of 3 or higher in Spring, 2016 and 24% with a score of 3 or higher in Spring, 2017), however the amount of exams rose from 96 to 148 (Spring, 2016 to Spring, 2017). If we look at our subgroups, the results are a bit all over the board. Last year, of the 5 African American students who took an AP exam, 1 student passed (compared to 8 students taking it and none passing in Spring, 2016). In Spring, 2017 10% of our Latino students (29) received a 3 or higher, down from 33% in Spring, 2016. Our Low - Income students have 25% pass rate (90 students) versus a 29% pass rate in Spring, 2016. However, 30 more low - income students sat for the test in Spring, 2017 than in Spring, 2016. In the 2016</p> | <p>We want to continue to increase the efficacy of the CCSF program with both 12th and 11th graders. We also want to increase the rate of our students college matriculation rate during the Fall semester right after High School graduation.</p> | <p>We will continue to use a robust tracking system to aid in tracking progress towards graduation and the identification of on-track, off-track, and severely off-track students. We would like to utilize a shared spreadsheet created and populated by the school district's pupil services department. We would like to utilize this tracking sheet in CPT with grade level teams to prioritize interventions and keep track of what is working, and what is not. In general we want to create a more systematic way we are determining how, with whom and by whom we are intervening with students. We will also expand Friday school to 11th grade so we will have it for 9th, 10th and 11th graders.</p> |
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| Spring, 2017 than in Spring, 2016. In the 2018 - 2019 school year, we intend to increase the AP class offerings up to 6 (adding AP Stats and AP Environmental Science). College Matriculation Over the last 8 graduating classes, The Academy has seen varying levels of 2 - or 4 - year college matriculation the Fall semester after high school graduation with a high of 83% for Class of 2013 and a low of 64% for the Class of 2011 and Class of 2017. The average matriculation rate over that time span is 71%. If we look at 2 - 4 year college matriculation at any point after high school, our 8 - year high is 91.3% for the class of 2013 and a low of 64.6% for the Class of 2017. The 8 - year average is 84%. Over that same time period, during the Fall Semester right after high school, Latino students had a 67% matriculation rate (4% less than the general population). Over that same time period, during the Fall Semester right after high school, Low - Income students had a 73% matriculation rate (2% better than the general population). Over that same time period, during the Fall Semester right after high school, ELL students had a 71% matriculation rate (the same as the general population). | |
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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?

Every Wednesday, Academy students are dismissed two hours early for Common Planning Time (CPT) so the staff can meet in either content area or grade level team or schoolwide to discuss grade level expectations, scope and sequence plans, common assessments, student achievement data, lesson planning, best practices, curriculum alignment, grade level team, and instructional delivery techniques. The work in these teams emanates from The Academy's Lead Team which meets every week. This year, the essential question that is driving our work is: How might we develop as culturally responsive practitioners to meet the diverse academic and social-emotional needs of African American and Latino students? We are working under the premise that teachers who utilize CRT practices value students' cultural and linguistic resources and view this knowledge as capital to build upon, rather than as a barrier to learning. These teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development. Teachers who use CRT apply interactive, collaborative teaching methods, strategies, and ways of interacting that support a diverse student body's cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices. Throughout this year, we closely monitored our progress together as a staff by analyzing school data together. During this process, we uncovered patterns that make us uncomfortable, but the work supported courageous conversations. Our ability to be honest with each other as a staff in service of our students increased our ability to support student learning. Furthermore, during second the second semester of school (Spring, 2018) different teams of teachers have engaged in PDSA cycles focusing on a Problem of Practice connected to our Essential Question. This has been a very positive move for our staff as they have been more engaged in PD during this stretch than in recent memory. In 2018 - 2019 we will focus our PD work in three different areas: Equitable and consistent grading policies and practices across our school, creating a “future - focused” program and delving a bit deeper into Project/Problem Based Learning across grade levels.

| 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) |
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| <p>All of work in support of the below foci for 2018 - 2019 will be driven by our Lead Team and take place in three major PLCs: Grade Level Teams, Department Teams and Whole Staff Meetings. Grading Policies and Practices: Ultimately we are working towards creating an equitable, cohesive grading policy that is fairly uniform across grade - levels that focuses on rigor, both formative and summative assessment, and uses a standards - based grading lens so students are not completing tasks to "chase" points. The main thrust will be looking at three major data points which are G.P.A., Attendance Rate and Student Work. We want to control for attendance issues, so we will compare student attendance rates with G.P.A. and look for anomalies. We started looking at this data for Spring, 2018 MP 4 and realized there are a considerable amount of students who have below a 2.0 who have a 90% better attendance rate and students who have above a 2.0 with a less than 90% attendance rate. We will ask the question: If a students' G.P.A. is inconsistent with their attendance rate, what is the reason? Who are these students (Ethnicity, Language Proficiency Status, SPED)? "Future Focused" School Program: This work will also take place in PLCs and more likely in Department teams and supported by our academic counselors. We are also looking to use our weekly Advisory time to support this work. We will also connect with our College Counseling center to offer support in this endeavor. We decided against billing this work as "College Focused" as we want to foster skills that will help our students be successful beyond college. We would front load this skill building in College and Career class their Freshman year and continue to build it up in classes until they graduate. Problem/Project Based Learning: This year, our 10th grade team has done several site visits to observe Project Based Learning in action and have taken their learning back to the site to design several cross - curricular projects through the end of this school year. The 2018 - 2019 9th grade team has already begun planning to incorporate PBL into their classrooms and we hope to provide space for all grade level teams to also incorporate PBL into their program. We also plan to send teachers out to more PBL schools to observe it in action.</p> | <p>Academy - SF admin will identify key people/groups among the staff to lead the work in the following Action Steps: Grading Policies and Practices: Admin and counseling team, Lead Team Members, Key members of the community to drive this work. We will also offer Prop - A hours and site - based extended hours for staff to work in committees and we will pay for subs for any staff that want to visit other schools, or complete peer observations. Additionally, any staff that want to attend conferences or training on grading will be funded. "Future Focused" School Program: Admin and counseling team, Lead Team Members, Key members of the community to drive this work. We will also offer Prop - A hours and site - based extended hours for staff to join an Advisory committee to work on how we can design Advisory time in a way in which we infuse this work. Problem/Project Based Learning: Admin and counseling team, Lead Team Members, Key members of the community to drive this work. We will also offer Prop - A hours and site - based extended hours for staff to work in committees and we will pay for subs for any staff that want to visit other schools, or complete peer observations. Additionally, any staff that want to attend conferences or training on PBL will be funded.</p> |
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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 |
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| <p>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.)</p> | | | |

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| | <p>At the time of BSC submission, ASF has 63 students with IEPs (18%) which is much higher than the HS average of approximately 12%. We expect this number to hold for the start of the Fall, 2018, if not increase. We find that as a school we have a lot of students who are referred for initial assessment in the 9th and 10th grade due to the fact that we are a small school (our staff has more acute knowledge of our students' skills) and our SPED staff is very engaged with our general education program. Our school adheres closely to the district's commitment to Inclusive Practices and have created a hybrid service delivery model that uses the talents and skills of our SPED department and organizes them in a way that best serves our students with IEPs. Several years ago we started to transition from 10 sections of Study Skills, no co-teaching and no push-in support to a more integrated program that puts our credentialed RSP staff providing direct instructional support to our students. Now, we have 5 co-taught teaching sections, several sections where our RSP teachers push in and 4 sections of Study Skills. Additionally, we have an extremely talented group of para-educators who are an extension of these initiatives and support. All 504 plans are written with the 504 team and managed by our Nurse in the Wellness Center. In Fall, 2017 our students with IEPs earned 31% As and 26% D or Fs in ELA. In Math students with IEPs earned 10% As and 40% Ds or Fs. In Science they earned 42% As and 22% Ds or Fs and in Social Studies they earned 35% As and 20% Ds or Fs. These data show a performance gap between those students with IEPs and those without. Additionally, students with IEPs had a Chronic Absenteeism rate of 20% (vs. 12% for the general population).</p> | <p>We are very pleased with the way that we have rolled out our service delivery model over the past several years - especially with regards to our direct instructional services to students with IEPs. However, our greatest concern is the G.P.A. and Chronic Absenteeism rate of our students with IEPs. Specifically the performance of our students with IEPs in Math is of the utmost concern due to the extreme dip from 2016 - 2017 G.P.A. to the Fall, 2017 G.P.A. For the Spring, 2018 we aim to increase the GPA of students with IEPs in all subjects but especially Math. (15% increase in As and 15% decrease in Ds and Fs). Additionally, we look to reduce our students with IEPs Chronic Absenteeism rate, however, this will be challenging due to the historic increase in Chronic Absenteeism rate as the year goes on.</p> | <p>As soon as we saw the G.P.A. data for our students with IEPs we convened a SPED department meeting and looked over the data. We determined that the largest gap was the lack of time spent between gen ed teachers and SPED teachers to discuss students with IEPs and make sure that their accommodations are being met (as this was a concern in the Fall). In the Spring, 2018 gen ed teachers and SPED teachers will meet regularly in grade level teams, and SPED case managers will take greater care to meet one-on-one with gen ed teachers to help ensure compliance with IEPs. Regarding attendance, our family liaison will double his efforts to hold meetings with families of students who are having attendance challenges and work with Wellness to ensure that all of their needs are being met so they are able to attend school regularly.</p> |
| <p>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</p> | <p>Per the CHKS, The Academy - SF has the second - highest percentage of LGBTQ identified students in SFUSD High Schools. Additionally, we have a fair amount of students identified as both FYIT, Foster Youth and self-identified undocumented students. Although there is no hard data to support the assertion, our LGBTQ students are fairly successful here at The Academy - SF.</p> | <p>We aim to continue to not only make sure all of our vulnerable students are not only safe and accepted, but thrive in school. This looks like students receiving positive grades, earning credits towards graduation, participating in extracurricular activities, engaging in positive relationships and seeking mental and physical health support.</p> | |

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| | | | <p>Because we are a small school, we aim to make sure that we identify and support our schools' vulnerable student populations. This looks like admin and academic counselors identifying and sharing names of vulnerable students with our Wellness Center and triaging students as necessary. Additionally, we will continue to host student Wellness groups focused on LGBTQ rights and issues and host our yearly LGBTQ awareness assembly (planned and put on by students). Additionally, we have put up flags in the hallways representing all of the identified LGBTQ groups represented on campus. Teachers are strongly encouraged to make sure that curriculum is representative of LGBTQ groups. Regarding undocumented students, we are very deliberate about posting information about their rights and infographics to signify their safety here on campus. We also work with our SF Bar Association college counselor to host two "Know your rights" workshops for families. In general, we have many different types of infographics all around campus signifying all oppressed groups are safe here on campus.</p> |
| Student Engagement/ Attendance | <p>As of February, 23rd, 2018 we had the following Chronic Absenteeism rates: All students: 12.5 % (-6% from last year) AA Students: 23.4 % (-7% from last year) Asian Students: 4% (-9% from last year) Latino Students: 14% (-5% from last year) White students: 19% (-3% from last year) SES students 17% (no change from last year) ELL students 15% (+11% from last year) SPED students (20% (-3% drop from last year) The 2/23 12.5% Chronic Absenteeism rate is a 1.5% drop from Fall, 2017 semester and a 6% drop from all of last year. Our current Chronic Absenteeism rate is exactly on par with the rest of SFUSD HS</p> | <p>We are always looking to keep our Chronic Absenteeism Rate as low as possible and are very pleased with the growth from last year to this year's data. We continually stress the need to reduce all of our significant sub groups (as well as our African - American students') Chronic Absenteeism rate to levels that are on par with our general student population.</p> | <p>The most effective intervention we have is to create relevant and rigorous classroom experiences for our students and we plan to do this by working towards are main foci for next year: Project Based Learning and equitable and fair grading policies and practices. We also have invested in a Family Liaison Position starting Fall, 2016 and he is now in his second year. He pays close attention to attendance and works with our attendance clerk, admin and academic counselors to coordinate attendance interventions such as large group meeting, one - on - one family meetings, home visits and daily phone calls to target students.</p> |
| School Culture/Climate | <p>Student SEL Survey Data In Spring, 2017 we were able to survey 50 more students than Spring, 2016. This gave us much more accurate data. As a school, we have invested a lot of time and resources (human and otherwise) in improving the Climate and Culture of our school, with an emphasis on clear, equitable and user - friendly behavior expectations and community agreements. This is the second year we have convened a PBIS team which meets once a month and we have worked extremely hard to be consistent with not only messaging our community regarding expectations, but adhering to the expectations and and following up on students not meeting said expectations. Overall, we have seen a steady increase in favorable responses to the SEL surveys overall and in many cases our Latino & African - American subgroups have seen a greater jump that the general population and in many cases HIGHER than the district</p> | <p>Reduce number of suspensions of African - American and Students with IEPs. Maintain a school climate and culture where all students feel safe, connected, and supported so we continue to see an increase in our favorable responses on the SEL climate Survey. We also was to continue to see a steady increase in grad rates for our overall student body, Latino and students with IEPs.</p> | <p>Continue to roll out the PBIS Plan during Fall and Spring. Revise advisory lesson plans to explicitly teach Academy's core values and beliefs. Continue to have faculty and staff courageous conversation around access and equity. Continue to deepen our strategies and thinking around supporting students in school, including engaging parents on a deeper level.</p> |

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| | <p>average for overall HS students. This is something we are especially proud of considering the work we have done to increase the connectedness out students of color feel towards our school. Support for Academic Learning From Spring, 2016 to Spring, 2017 the survey data in this area largely stayed the same. However, in this section of the survey we still lag behind the district for all three groups of respondents: Families (- 4 %) Students (-2%) Staff: (-10%) However, if we look at several subgroups, not only did we improve from Spring, 2016 to Spring, 2017, some of our subgroups had a higher percentage of favorable responses that then the district overall: Latino Students: 70% (district average) Students with IEPs: 73% (+9% jump from last year, +3% higher than district) SES: 74% (+2 jump from last year, +4% higher than district) Latino Families: 92% (+6% higher than the district average) Knowledge and fairness of discipline, rules and norms From Spring, 2016 to Spring, 2017 the survey data in this area jumped a fair amount. However, in this section of the survey we still lag behind the district for all three groups of respondents: Families: 89% (+6% jump from Spring, 2016) Students: 58% (+4% jump from Spring, 2016) Staff: 67% (+4% jump from Spring, 2016) African - American Students: 69% (+6% jump from last year and 7% higher than our general students population) Latino Students: 59% (+8% jump from last year) SES Students 62% (+10% jump from last year) Safety From Spring, 2016 to Spring, 2017 the survey data in this area jumped a fair amount. However, in this section of the survey we still lag behind the district for all three groups of respondents: Families: 95% (+8% jump from last year) Students: 70% (+3% jump from last year) (-5) Staff: 63% (+2% jump from last year) African American Students: 73% (+4% jump from last year and +3% higher than general student population) Sense of belonging From Spring, 2016 to Spring, 2017 the survey data in this area stayed largely the same. However, in this section of the survey we still lag slightly behind the district for all three groups of respondents: Families: 90% (-1% lower than district average) Students: 60% (0 difference) Staff: 68% (-7% lower than district average) However some of our sub groups did see growth: African - American Students: 65% (+4% jump from last year) Latino Students: 60% (+5% jump from last year) SPED Students: 61% (+9% jump from last year) Suspension Data As of February 1st, we have a 4.7% suspension rate among the general population, which is a tick higher than last school year. However among our African - American students we have a 10.6% suspension rate (3% lower than last year) and 3.5% rate (1.5 % lower</p> | |
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| | <p>than last year) for our Latino students. Our Low - Income students have a 3.4% suspension rate (1% lower than last year) and our students with IEPs have a 6.1% suspension rate (1% higher than last year) so far this year. As a school, we use suspension as a tool sparingly, but in the case of fighting, violence and threats we have low tolerance. Our students and families are made very aware of this at the beginning of the year. We also have a very strict policy to adhere to the re - entry conference as a suspension without a re - entry conference is an in - effective intervention. We know that the goal of the district is to keep the suspension rate as low as possible (ours as well), however, we do feel like when used correctly, suspension can be a very effective intervention. We of course no not want to see the disparity between our African - American student suspension rate and our general population but are pleased with the drop since last year. Graduation Rate Our grad rate as a school is generally hard to predict as our total number of 12th grade students had decreased for several years and now is back to our previous average of mid to high 80s. We saw a slight dip in grade rate from Spring of 2015 to Spring of 2016 (89.5 to 87.5) however for the second straight year our grad rate is in the high 80s versus low 80s as it had been for quite some time. Much of this has to do with simple data entry issues (wrong exit codes in Synergy). With our two largest sub groups (Latino and SES) we have seen fluctuations over the past 7 years, however have an average graduation rate Of 84%. This holds true for our Low - SES students who have an average rate of 86% over the past 7 years. We should continue to see our grad rate stay in high 80s or higher as we have been able to offer more site - based credit recovery options and much more targeted interventions in our after - school program. Additionally, the percentage of our 9th and 10th grade students who are completely on track to graduate is at approximately 80%, when in the past we have seen a significant drop from 9th to 10th grade year.</p> | | |
| Social Culture/Climate | <p>In this section of the survey, our students not only increased their scores but were higher than the district: Growth Mindset 71% (+3% jump from last year and +7% higher than the district average) Self - Efficacy 56% (+3% jump from last year and +8% higher than the district average) Self - Management 76% (no change and the same as the district average) Social Awareness 64% (+3% increase from last year and +1% better than the district average) Unfortunately, Our Latino, African - American and students with IEPs all have lower percentage of favorable responses than our general population.</p> | <p>We very much want to see a continued increase in these numbers and especially with our African - American, Latino and SPED students. These data are a bit of an anomaly as the other survey data is more positive than the general population.</p> | <p>Continue to roll out the PBIS Plan during Fall and Spring. Revise advisory lesson plans to explicitly teach Academy's core values and beliefs. Continue to have faculty and staff courageous conversation around access and equity. Continue to deepen our strategies and thinking around supporting students in school, including engaging parents on a deeper level.</p> |
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| Wellness Policy | <p>2017 - 2018 Data 73% of our student body accessed Wellness Services (265 of 362) in the 2016 - 2017 school year for a total of 933 hours (3.5 hours per student). 80 students on average per day visited the Wellness Center for drop in services which equals 14,418 student contacts per year. The majority of students visited the Wellness Center for Behavioral Health Counseling and General Counseling (Average 3.5 hours and 3.1 hours per respectively). Regarding demographics of students accessing the Wellness Center, we saw a higher disproportionality in African - American students (21% accessing vs. 15% demographic). We saw a lower disproportionality for our Asian (14% vs. 20%) and Latino students (32% vs, 34%). We also had a positive disproportionality for Female students (60% accessed vs. 54% demographic) and a negative disproportionality for our male students (40% vs. 46%).</p> | <p>One of our biggest roadblocks this year has been some friction between some teachers and the Wellness Center. Some teachers get frustrated with the timing of students being pulled out for services (especially groups) as it happens during important moments in instruction. However, our Wellness Center coordinator points out that often students who need/seek services are not completely "present" in class so the services they receive are imperative to get them to a place they can pay attention. ASF administration has spent a fair amount of time this year making sure that teachers and staff know that they may not block or discourage students from accessing services from Wellness. Our goal is for next year that there is an understanding between staff and the Wellness Center so their concerns are heard and addressed. There should be no confusion over policies and practices with regards to Wellness.</p> | <p>At the end of the 2017 - 2018 school we our admin team plans to be very, very explicit about both district and school wellness policies. This may include an open forum, the organization of individual micro-political conversations and a wellness center open house. And, if next year the same complaints/issues start popping up from teachers admin will need to step in and have hard conversations with them.</p> |
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| PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach | |
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| 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 type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources | <input checked="" type="checkbox"/> African American families <input 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: | |
| At The Academy - SF, we see family engagement as the job of everyone on site. We rely mostly on our Family Liaison and our attendance clerk to engage our families through various events and programs. Generally, we have a large family attendance at Freshmen Orientation, Back to School Night, College Night and Financial Aid Night. These programs have up to 100 parents in attendance depending on the event with Back to School Night as our largest attended event. Academy Parent Group meetings attendance varies depending on the focus of the meeting. We realize that many of our families who attend these meetings are also connected to the school community through their child's extracurricular activities. While our school website, Synergy and School Messenger are other means of keeping families informed and engaged, we need to continue to improve our outreach. Actions we can take to offer opportunities for families to deepen their capacity as partners could include: Better utilizing parent liaison, Wellness, The Academy Parent Group, SSC and site administration to create a more focused effort of outreach to families. | |
| How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance | |
| Compare and analyze data from family SEL surveys; Track attendance at Academy Parent Group Meetings, Night events; Increase in families accessing and understanding Synergy; Increase in number of families accessing school website. | |
| 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 checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE | <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" 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. | |
| The main three community partners that address these needs are: YMCA Urban Services (Agency which staffs our Excel afterschool program), The Future Project, The SF Bar Association School to College Program and The JCYC College Access Program. | |
| What are your specific goals or objectives for these partnership? | |
| The goals of our collaboration with these community partners is to provide all students with exposure to the current and future trends shaping the world; give all students knowledge, skills, values and experiences to thrive in the San Francisco of tomorrow; and to guide them as they prepare for their futures. We also want very much for these programs to attract a diverse group of students to make them feel connected to school. | |
| What actions will you take to deepen your school's partnership with community organizations? | |
| As we have done up until this point, the principal or assistant principal will have weekly check ins with the on - site coordinators of these programs, and when possible, include them on leadership teams such as the SSC. | |
| How will you measure the impact? (Quantitative and/or qualitative data) | |
| The impact of our partnerships with community organizations will be measured with data collected (i.e. number of students who access/participate) by each organization along with analysis of data collected through SFUSD (i.e. SEL; graduation rate; suspensions). | |

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 = \$3,500

This money will be used on supplies for our RSP teachers to support our students with IEPs.

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 = \$13,662

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

This money supports the staffing of a full-time, Spanish-speaking main office clerk who supports our English Language Learner students (most of whom speak Spanish) that populate our school. This clerk translates documents for our website and email blasts when needed, and interprets during meetings and supports our Latino families so they feel welcome and engaged at school. She was hired with this specifically in mind.

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 = \$50,881

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

All of this money helps support the staffing of a math teacher to increase our total number of math teachers to 3.0 FTE. This allows us to lower our class sizes in Algebra I and offer four sections versus three. Lower class sizes in math will allow our teachers to provide more attention to our Low-SES students and will provide our Low-SES students a greater chance to have the best understanding of Common Core math skills and stay on track to graduate.

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$15,000

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

All of these funds help to pay for our full-time attendance clerk, who supports our goal of improving the attendance for our ELL and Low-Income students, who have a lower attendance rate than our general population. Last year - the first the position was open - Low - SES students' chronic absenteeism rate dropped 11% (26% - 15%) and our ELL students' chronic absenteeism rate dropped 13% from 13% to 0%.

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 = \$112,350

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?

The majority of these funds go towards the salaries of our 9th grade Ethnic Studies teacher and our 9th grade math teacher (Algebra). These teachers serve our highest priority students - our 9th graders who have EWI designation. One of our budget priorities every year is to create early interventions for our 9th graders and especially our 9th grade EWI students and our 9th grade math and Ethnic Studies teachers provide these interventions. Specifically, we use these funds to reduce class sizes in our 9th grade Algebra classes and to offer Ethnic Studies to all freshmen to target our EWI students and low-income students who we hope to make more self-aware and empowered in order to be successful in school. The rest of this money helps support the staffing of a math teacher to increase our total number of math teachers to 3.0 FTE. This allows us to lower our class sizes in Algebra I and offer four sections versus three. Lower class sizes in math will allow our teachers to provide more attention to our Low-SES students and will provide our Low-SES students a greater chance to have the best understanding of Common Core math skills and stay on track to graduate.

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

- ☒ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)

- Professional Capacity (*LCAP Priorities: Basic*)
- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

CATEGORIAL EXPENSES

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

Title I = (31500)

How do you plan to use these funds?

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

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

1% Title I Parent Set Aside =

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

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

| Counselor: | Social Worker: | Nurse: | Family Liaison: |
|-----------------------|-----------------|---------------------------|-----------------|
| 1.0 | | .5 | |
| Wellness Coordinator: | CHOW: | Elementary Advisor: | T10: |
| 1.0 | 1.0 | | 5 |
| IRF: | Literacy Coach: | Academic RtI 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 have hired a Latino male from San Francisco who attended Burton High School for the 1.0 centrally funded counselor position in order to provide our males of color on campus with someone that they can relate to. This counselor has expressed that uses a social justice lens to perform his duties on a daily basis. This counselor will serve our 9th and 10th grade classes and he will specifically work with our Ethnic Studies to provide more social - emotional support to our 9th graders and specifically our 9th graders of color. We supplement our .2 centrally funded Ethnic Studies FTE with another .4 Ethnic Studies section so that all of our 9th graders are enrolled in Ethnic Studies. This allows us to provide our 9th graders with the critical thinking skills and social justice lens through with to look in order to successfully navigate an education system and society that has historically oppressed students of color.

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 checked="" type="checkbox"/> Other (list) Lead Team |
| <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: 3/12/2018 |
| <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: 3/12/2018 |

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 |
|------------------|--------------------|-----------|
| Gregory Markwith | Principal | |
| Patrick Coghlan | Teacher | |
| Claire Darby | Teacher | |
| Kate Magary | Teacher | |
| Micah Melton | Teacher/Librarian | |
| Brendan McCarthy | Other School Staff | |
| Josiah Kelly | Student | |
| Natalya Apoonte | Student | |
| Victoria Stein | Parent | |
| Rebecca Gallegos | Parent | |
| Susy Dubon | Community Member | |
| Maggie Ruan | Student | |