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

School	**Giannini, A.P. Middle School**
Principal	Tai-Sun Schoeman

SCHOOL VISION & CONTEXT

A.P.G. Vision ------- Our students will be critical thinkers, globally conscious, and lifelong learners. They will be successful practitioners of their chosen careers and life callings. They will be impactful members of their communities who have the tools to work for justice for all. A.P.G. Core Values --------- We are dedicated to creating a community and promoting a culture that is Student Centered, Collaborative, Globally Conscious, Social Justice focused, Authentic Learning and Growth Mindset aligned, Compassionate, Character oriented and Community driven. School context --- Located in the SF Sunset district, A.P. Giannini M.S., under the namesake of the founder of Bank of America, has maintained a tradition of excellence for over 50 years. The school has a culturally diverse student body of over 1,200 and uses a wide variety of programs to meet student needs. A.P. Giannini expects to advance the intellectual, social, emotional and physical development of all its students through a core curriculum of English, Math, Science, History, PE and Arts in a safe and supportive environment. Staff will recognize the skill levels, learning styles, and cultural uniqueness of all students and use technology, hands-on activities and interdisciplinary instruction to enhance teaching and learning--subsequently developing literacy and making learning personally meaningful to all students. In alignment with the District's goals as outlined in the Balanced Scorecard, A.P. Giannini's goal is to decrease the predictive power of demographics. The school's Balanced Scorecard goals include : equity, social justice, joyful learning, and service to the community. We are currently developing three key areas of focus for the 2018-2019 school year: Capacity--We are committed to building the level of collective and individual teacher efficacy and professionalism in the areas of pedagogy, curricular planning and implementation of Common Core principles and higher thinking skills. We plan to carry it out with a rigorous menu of professional development, individual coaching, leadership development and by supporting staff with resources and opportunities for learning Readers and Writers Workshop-Reading and Writing Across the Curriculum Lesson Study Culturally and Linguistically Relevant Pedagogy/Social Justice/Equity P.D. Collaboration--We are committed to fostering Professional Learning Communities in each curricular area and in interdisciplinary partnerships to emphasize cross-cutting concepts, thematic unit planning and co-teaching opportunities Community-- We are committed to strengthening our partnerships with families and community members and promoting a safe, restorative and inclusive environment at AP Giannini

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ 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 2016-17Window 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
African American, English Learners, Students with Special Needs

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
Our SBAC - School-wide Meets/Exceeds Standard - 77% 6th Grade Level Meets/Exceeds Standard 76% * 7th Grade Level Meets/Exceeds Standard 78% SBAC -8th Grade Level Meets/Exceeds Standard 78%	Our performance targets are to increase the percentages of students meeting or exceeding standard by 3% school wide and at each grade level	CPT-- Vertical and Horizontal alignment of Scope and Sequence for ELA units of study (Teachers College)w/ ROCI	

			After reviewing the SFUSD ELA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the following stages of implementation: Collaborative Curriculum Maps aligned to SFUSD E/LA - are at the Integrated level of implementation Unit & Lesson Plans aligned to CCSS Instructional Shifts - are at the Integrated level Analysis of Work - are at the Beginning level In 2018-19, we will focus our efforts on one Core Curriculum Implementation Goal: We will focus on Analysis of student work and progress monitoring that will move from the beginning level to the integrated level on the rubric Focus our efforts on one CAL Implementation Goal: We will focus on collaboration and creation of common assessments and will move from the beginning level to the integrated level on the rubric School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice CPT-- Vertical and Horizontal alignment of Scope and Sequence for ELA units of study (Teachers College)w/ ROCI Continue Cross Content CPT with S.S. Dept. with a focus on Writing. Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to align assessment across the ELA Dept. and expand the use into S.S. and Science Content areas. Continue to use Standards Based/Outcome Based grading aligned to the Writing Pathways progressions,rubrics etc. in ELA. Expand the use into S.S. as a way to support reading and writing across the content areas. Continue with Balanced literacy professional development (Teachers College RW Project) for all grade levels ELA/S.S. (provide teacher coaching, training, classroom libraries, etc.). Expand the PD to Science, Math- Writing and Reading across the curriculum. School wide implementation - with fidelity - of tier 1 academic RTI: Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice School wide implementation - with fidelity - of tier 1 academic R… Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach.
	Increase % proficient or above by 3% for all student groups		See Info from above

IWA % Proficient or Above 6th Gr.-43.5% 7th Gr.-59.3% 8th Gr.51.4 AA-6th gr. 20% ,7th gr. 25% 8th gr. 30% Lat. 6th gr.38.9% 7th gr.33% 8th gr.25% ELL 6th gr. 13.8%, 7th gr.0% 8th gr.0%		CPT-- Vertical and Horizontal alignment of Scope and Sequence for ELA units of study (Teachers College)w/ ROCI Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to align assessment across the ELA Dept. and expand the use into S.S. and Science Content areas.	
RI- School-wide Meets/Exceeds Standard - 68% SRI -6th Grade Level Meets/Exceeds Standard -62% SRI -7th Grade Level Meets/Exceeds Standard -65% SRI -8th Grade Level Meets/Exceeds Standard -76%	Increase RI scores 3% at all grade levels- School-wide Meets/Exceeds Standard - 71% SRI -6th Grade Level Meets/Exceeds Standard -65% SRI -7th Grade Level Meets/Exceeds Standard -68% SRI -8th Grade Level Meets/Exceeds Standard -79%	School wide implementation - with fidelity - of tier 1 academic RTI: Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach.	See info. from above

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?
*SBAC - % proficient: AA-39% Latino-55% EL - 20% SpED 15%	Increase the SBAC ELA proficiency % by 3% in all focal student subgroups (AA, Latino, EL, Sped)	Use of Readers and Writers Workshop (TC) K-8 reading progressions, student checklists, rubrics and running records (F&P) to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, Guided Reading, 1 to 1 Conferring *Individual conferences with students SAP & SST meetings organized by grade level teams Targeted small group or individual instruction (Strategy groups, Guided Reading, 1 to 1 Conferring in reading and writing.) School wide implementation - with fidelity - of tier 1 academic RTI; (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Continue with Balanced literacy professional development for all grade levels (provide teacher coaching, training, classroom libraries, etc.).
D/RI % proficient AA-- 26.8% Latino-- 54% EL--3.1% Sped-- 19.7%	Increase Schoolwide RI % proficient-by 3% in all focal student subgroups (AA,Latino, EL, Sped.)	See actions above
Schoolwide % Ds & Fs --2.4% AA- % D & Fs -13.6% Latino-% D & Fs- 3.6% Samoan- % D & Fs- 8.3% EL- % D & Fs- 5.8%	Decrease % Ds & Fs --1% Decrease AA, EL, Samoan - 3%	See actions above
IWA % Proficient or Above 6th Gr.- 43.5% 7th Gr.-59.3% 8th Gr.51.4 AA-6th gr. 20% ,7th gr. 25% 8th gr. 30% Lat. 6th gr.38.9% 7th gr.33% 8th gr.25% ELL 6th gr. 13.8%, 7th gr.0% 8th gr.0%	Increase % proficient or above by 3% for all student groups	See actions above

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):
African American, English Learners, Students with Special Needs

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required

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			**specifically for your focal students to achieve these goals?** WASC Ch.5
SBAC 17-18--School-wide Meets/Exceeds Standard (72%) 6th grade Meets/Exceeds Standard (68%) 7th grade Meets/Exceeds Standard (72%) 8th grade Meets/Exceeds Standard (76%)	Increase SBAC % proficient 3% school-wide and at all grade levels	*Targeted small group or individual instruction *P.D in the use of Culturally Responsive Pedagogical Practices (i.e. Discussion Protocols, Participation Protocols etc.) *Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. *Continue PSC P.D. pedagogical shifts needed to teach CCSS Curriculum provided by district)	*Targeted small group or individual instruction *P.D in the use of Culturally Responsive Pedagogical Practices (i.e. Discussion Protocols, Participation Protocols etc.) *Full implementation of RTI academic intervention, (i.e., strategic small groupings, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach. * School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice *CPT-- Vertical and Horizontal alignment of Scope and Sequence for Math units of study w/ ROCI *School wide implementation - with fidelity - of tier 1 academic RTI; Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); *Begin a process to pilot the use of Standards Based/Outcome Based grading aligned to the CCSS for Math School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice *Continue PSC P.D. pedagogical shifts needed to teach CCSS Curriculum provided by district)
Math Benchmark/IAB --School-wide %proficient (63%) 6th grade %proficient (75%) 7th grade %proficient (85.7%) 8th grade %proficient (55) Math Task - School-wide %proficient (79%) 6th grade %proficient (86%) 7th grade %proficient (58%) 8th grade %proficient (91%)	Increase Math Task % proficient 3% school-wide and at all grade levels	See actions above	See actions above
Grades - % D & Fs for mathematics-2.3% AA- % D & Fs - 19.4% Latino-% D & Fs- 8.5% Samoan- % D & Fs- 16.6% EL- % D & Fs- 4.6%	Decrease Schoolwide% D&F's for Math -- 1% Decrease AA, Latino, Samoan, EL 3%	See actions above	See actions above

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?
*SBAC % proficient 17-18: EL-32% AA-15% Latino- 46% SpEd 19%	Increase SBAC proficient % by 3% 18-19 for all focal student groups schoolwide	*Targeted small group instruction and Individual conferences with students *SAP & SST meetings organized by grade level teams *Full implementation of RTI academic intervention. Continued CPT to build structure and focus on implementing Math CC strategies (small group, Complex instruction, standards based grading); and provide specific support for those students that need more individualized academic intervention, i.e. progress monitored work plan, academic contract, or other academic diagnosed intervention approach.
*% D & Fs for mathematics- EL-14% AA-13% Latino-17.4% SpEd--6.5%	Decrease % D&F's for Math 3% for all focal student groups schoolwide	See actions above
		See actions above

| Math Benchmark/IAB 18-19: EL-44% AA-21% Latino- 50% SpEd 26% Math Task 18-19: EL-43% AA-39% Latino- 67% SpEd-51% | Increase proficient % by 3% 18-19 for all focal student groups schoolwide Increase proficient % by 3% 18-19 for all focal student groups schoolwide | |

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
At A.P.G teachers have been piloting the district's new NGSS Units of study that incorporate rich hands on learning experiences within each unit and culminate with a project to demonstrate concept mastery. Grades - % D & Fs for Science -4.1% AA- % D & Fs - 21.6% Latino-% D & Fs-16.1% Samoan- % D & Fs- 16.7% EL- % D & Fs-11%	No testing data since CST Data 14-15 school year	* School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice *CPT-- Vertical and Horizontal alignment of Scope and Sequence for Science units of study with the continued focus on cross-cutting concepts (NGSS Roll Out 17-18 for 6th grade and 18-19 esy roll out for 7-8 th grade). *Continue Cross Content CPT/PD with ELA/S.S. Dept. with a focus on reading and writing instruction designed for expository text, argumentation and research protocols.. *Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to align assessment for writing and expand the use into S.S. and Science Content areas. *Provide regular department level PD during CPT or outside of CPT. *Increase project-based inquiry, experimentation, lab-based assessments and application in the outdoor classroom.

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
The school's # AMAO 1 beg. of 2016-17 was 78; # AMAO 1 = 56.1 met target AMAO 2 beg. of 16-17 (5years or less) 14 in cohort 57.1% attain Eng. Prof. Level AMAO 2 beg. of 16-17 (5 years or more) 64 in cohort 46.9% Attain Eng. Prof. Level-- New Data on CELDT Growth and Reclassification include 15-16- CELDT growth Rate (42%) 16-17--36% 16-17 Reclass % (21%) . 17-18 46%	Meet AMAO 1 Target CELDT Meet AMAO 2 Target CELDT/ELPAC	

		Provide ELD support for students below CELDT level intermediate; provide RTI academic tier 2 monitoring support for priority students. Work w/ Consultant to provide ELD/SDAIE Professional Development to differentiate instruction for ELs Use of Readers and Writers Workshop (TC) K-8 reading progressions, student checklists, rubrics and running records to diagnose student levels and provide targeted small group or individual instruction (Strategy Groups, Guided Reading, 1 to 1 Conferring). Expand the Classroom/School Library to include a larger selection of books that are culturally relevant to our EL student population. Targeted ELD Instruction to support reading (Use of ELD/ELA aligned standards to design small group interventions).
SBAC: EL-proficient ELA-20%	Increase SBAC proficiency rate by 3% for EL Students	See actions above
RI 3% proficient (many mod/severe students)	Increase % of EL students proficient RI assessment 3%	See actions above
Reclassification Rate 46% CELDT Growth one level 36%	Increase Reclassification rate by 3% Increase CELDT/ELPAC growth one level by 3%	See actions above

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?
Student SEL & Culture climate report favorable response: Self Management- All: 80% AA 64% , Latino 76% , ELL 73% Climate of support for academic learning: all:74% AA 69% , Latino 70%, ELL--76% Growth Mindset All: 74% AA 64%, Latino 80%, ELL 56% Social Awareness All:69% AA 70%, Latino 73%, ELL 64% Knowledge and fairness of discipline, rules and norms: all-68%, AA 64%, Latino-70%, ELL- 71% Sense of belonging: all 67%, AA-54%, Latino 72% , ELL-- 67% Safety: all 63%, AA 53% ,Latino 60% , ELL-- 59% Self Efficacy All:61% AA 44% ,Latino 58% , ELL-- 42%	We have begun an SEL pilot with our 6th gr. classrooms to deliver bi-weekly student advisory for the 18-19 school year	We will seek out teachers that have a health credential and create a tentative schedule to deliver the required health lessons

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?
A.P.G. believes that exposure to visual and performing arts is critical in providing a well rounded education. The research is clear that visual and performing arts activity increases cognition, focus and a sense of wellbeing and decreases stress. In addition to PEEF budget allocation for FTE, our school budget funds…. for our VAPA department	Teachers will assess students using their course expectations, syllabi, and rubrics aligned to the CA State and Visual Performing arts framework; Students will participate in school sponsored and VAPA sponsored arts and music events and festivals, performances, and competitions; Reinforce respect for cultural traditions by offering curriculum and programs that represent and honor SF demographic cultural, intellectual, social and spiritual diversity.	Revamp common planning time meeting structure that promotes collaboration, student analysis, cross content integration, and intentional dialogue that reinforces all of our students diverse needs and backgrounds.

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	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support

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.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	**will be required to achieve these goals?**
A.P.G. believes that Physical Education is a key element of a well rounded education. The research is clear that robust physical activity increases cognition, focus and a sense of wellbeing and decreases stress. All students have access to coursework that promotes cardiovascular fitness, flexibility, muscular strength etc and tools to live a healthy balanced lifestyle with research based information to backup the physical activity.	*PE Fitness Test Meeting 5 or More Standards- 75%	CPT-- Vertical and Horizontal alignment of Scope and Sequence for P.E. Standards and Physical Fitness Testing (Collaborate with other content area dept. to connect curricular outcomes) *Implement and align health curriculum standards in PE context to provide physiological and social-emotional context for fitness. *Provide P.D. to staff that supports the research on the importance of physical fitness and its impact on cognition and social-emotional wellness. *Provide feedback of result to students and create individual fitness plans that students monitor over the course of their 6-8th grade P.E. course work * Provide feedback and research to parents to support the home/school connection and highlight the importance and impact of physical fitness on cognition and social emotional wellness.

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
*SBAC Science 8th gr. Percent Proficient (2014-15) -80.9% Use new test data to set goals from 16-17	*Set goals from new SBAC pilot	School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice *CPT-- Vertical and Horizontal alignment of Scope and Sequence for Science units of study with the continued focus on cross-cutting concepts (NGSS Roll Out 17-18 school year). *Begin Cross Content CPT/PD with ELA/S.S. Dept. with a focus on reading and writing instruction designed for expository text, argumentation and research protocols.. *Use of Writing Pathways (TC) K-8 writing progressions, student checklists and rubrics to align assessment for writing and expand the use into S.S. and Science Content areas. *Provide regular department level PD during CPT or outside of CPT. *Increase project-based inquiry, experimentation, lab-based assessments and application in the outdoor classroom.

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
A.P.G. Has a college going culture. Each year ¼ of the 8th gr. class gains entrance to Lowell H.S. Counselors provide classroom presentation throughout the year that support college and career preparation We offer 7th and 8th grade AVID courses- students visit up to 4 colleges per year Current Data- *High School Readiness Rate--75% AA-- 29% Latino-- 53% EL-- 82% SPED-- 64%	Increase the High School Readiness Rate % by 3 % for all focal student sub groups	

| | | *GUILD (Giannini Unified Instructional Leadership and Development working with student leaders - CAC and student council to provide leadership opportunities. * P.D. and Strategies that will promote High School readiness for students-- Lesson Study, Writing Pathways, Reader's and Writer's Workshop, horizontal and vertical alignment of Math Units of Study PD w/ SFSU * Add a Career Day for the school year * Add College and Career opportunities throughout the school year *Develop a college focus area for each trip that allows for students to explore key areas of college readiness *In addition to College Visits, provide more opportunities for guest speakers at A.P.G. to address the skills/preparation needed for College and Career Readiness *Coordination of the AVID site team, counselors, and teachers in the generation of college data and the delegation of students and teachers in cooperating to design and mount the college awareness projects *Arrangement of college banners, murals and designs featuring the college careers of AP Giannini teachers and professionals * Students interview staff members about their college experiences (i.e. -- What struggles did you have? How did you stay organized) * Implementation of Costa's Levels of Questioning/Cornell Note Taking/Student led tutorial |

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?

Common Planning Time is every Wednesday from 8:30 am-9:30 am. The structure is designated as: 1st thru 3rd Wednesdays (Department groups with an emphasis on curricular planning, rubric development, sharing student work, and lesson study protocols) 4th Wednesdays (Grade level meetings focused on RTI Intervention assignments via SIM, SST preparation, and professional development activities based on Tier 2 RTI for academic and behavioral intervention) Whole Staff Professional Development Sessions are held on the 2nd and 4th Tuesdays of the month from 8:10 am-9 am. Inclusion strategies for accommodations and modifications, google platforms, and differentiation via small group instruction in large heterogeneous classrooms will be the content for these meetings.Major focus on School-Wide P.D. (Social Justice/Equity/CLRP School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice ELD professional development (8-10 days a year) Outside provider *Outside provider to help bring vision to actualization (connected to ELD, Focal Student support structures) GUILD (Leadership Team)-- Culture Climate-Academic sub committees This team meets monthly and will study school data and use design thinking process, peer observations, student feedback to guide structures at the school that will help students meet the Student Learning Objectives that support the 8th grade graduate profile. This group will oversee pilots in standards-based grading and equity practices. They will observe a critical friends protocol and engage in lesson study with a small affinity group of their choosing. Lesson Study will look at academic and growth mindset research areas. Math/Science Department Partnership with SFUSD district office Math/Science teachers will engage in training that will shift pedagogical practices as they work on the milestone tasks and share student work revolving around the district common core curriculum

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)
	Prop A, Site Budget Prop A,Site Budget Prop A, Site Budget Prop A, Site Budget Prop A, Site Budget, PIF Prop A, Site Budget Prop A, Site Budget, PIF Prop A, Site Budget, District Supports

*Implementation of RTI Tier 1 PBIS (16 Essential Proactive Strategies). Roll out of RTI Tier 1 Academic Interventions and Monitoring Systems *Implementation of RTI Tier 2 Academic & Behavioral Interventions and Monitoring Systems *Application of Technology for the purposes of individual differentiation/engagement, research methods, multiple modalities of learning and for alternative methods of authentic communication in the classroom * Utilization of Inclusive Schools Principles in a General Education Setting--Accommodations and Modifications in practice *Teaching of Reading and Writing Across the Curriculum/Content Areas inspired by the Balanced Literacy/Reader's and Writer's Workshop model *Utilization of Formative Assessment/Rubrics/Progression and Checklists in large heterogeneous classrooms for the purpose of creating space and time for small group instruction within context * School-Wide P.D. (Lesson Study) to inform individual and collective problems of practice *Teaching of ELD/SDAIE practices for ELL students			

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:
- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates
- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Sped. SEL & Culture climate report: Support for academic learning: 70% Growth Mindset- 52% Knowledge and fairness of discipline, rules and norms: 64% Safety: 61% Self Efficacy-42% Self Management-65% Sense of belonging: 59% Social Awareness-58%	target goal: increase all areas by 3%	GUILD- Leadership Team - Culture/Climate focus on SEL aspects of SQII (support PD, visioning, analyze student and school needs, put plans into place) Redesign master schedule that allows for more focused instruction in all content areas for SDC/inclusion SpEd model. Provide faculty and staff pd to meet the instructional and behavioral needs of SpEd. Create a school health strand specifically designed to support all SpEd students that includes instruction in school and community safety, inclusion and sense of belonging. Provide inclusive community activities that promote a positive school climate: diversity club, garden club, on the rise tea, after school program, lunch time activities and club, etc.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Chronic Absenteeism All -- 2.4% AA--10.6% Latino-- 1.3% ELL-- 5.3% SpEd--7.8%	Target goal: Decrease in all areas: all -- 1% AA-- 7% Latino--1% ELL- 3% Sped- 5%	*Grade level counselor, grade level administrator, social worker and all grade level teachers will meet on a regular basis to monitor student attendance (grade level meetings, SAP meetings, SST, and parent conferences).
Student Engagement/ Attendance	Chronic Absenteeism All -- 2.4% AA--10.6% Latino-- 1.3% ELL-- 5.3% SpEd--7.8%	Target goal: Decrease in all areas: all -- 1% AA-- 7% Latino--1% ELL- 3% Sped- 5%	

			*Proactive intervention: Use 5th grade transition list to identify at risk/priority students - *Grade level counselor, grade level administrator, social worker and all grade level teachers will meet on a regular basis to monitor student attendance (grade level meetings, SAP meetings, SST, and parent conferences). *Continue to fully implement RTI tier 2 intervention to support all students with attendance and behavior- this includes using researched based strategies to motivate and support all students 1:1;
School Culture/Climate	Student SEL & Culture climate report favorable response: Self Management- All: 80% AA 64% , Latino 76% , ELL 73% Climate of support for academic learning: all:74% AA 69% , Latino 70%, ELL--76% Growth Mindset All: 74% AA 64%, Latino 80%, ELL 56% Social Awareness All:69% AA 70%, Latino 73%, ELL 64% Knowledge and fairness of discipline, rules and norms: all-68%, AA 64%, Latino-70%, ELL- 71% Sense of belonging: all 67%, AA-54%, Latino 72% , ELL--67% Safety: all 63%, AA 53% ,Latino 60% , ELL-- 59% Self Efficacy All:61% AA 44% ,Latino 58% , ELL--42%	Target goal: increase all areas by 3%	*GUILD- Leadership Team - Culture/Climate focus on SEL aspects of SQII (support PD, visioning, analyze student and school needs, put plans into place) *School wide behavior matrix that is promoted through student leadership, student assemblies, *Wellness activities that promote inclusion week, safety week, Peace week. I Am Festival-Multicultural Celebration *RTI Tier I - Continue to use 16 proactive classroom management strategies school wide; Provide inclusive community activities that promote a positive school climate: diversity club, garden club, on the rise tea, after school program, lunch time activities and club, etc. * 6th Grade Student Advisory- Support Social Emotional *Provide Tier 1 RTI Behavior support and intervention (school wide) and tier II - which includes restorative practice, community service/restitution, mentor program, small group counseling; and tier III services which include community partnerships with mental health services and counseling services.
Social Culture/Climate	Sense of belonging: all 67%, AA-54% Latino 72% ELL-- 67%	Target goal: increase all areas by 3%	* 6th Grade Student Advisory-Support Social Emotional *Use of Second Step Curriculum * Continued use of RP
Wellness Policy	Sense of belonging: all 67%, AA-54% Latino 72% ELL-- 67%	Target goal: increase all areas by 3%	* Mentor Program *Restorative Practices *RTI practices *Student Advisory 6th gr. Pilot *Clubs that support LGBTQ, BSU, LASA, Inclusive Practices

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☑ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☑ Connecting families to community resources	☑ African American families ☑ Families of English Learners ☑ SPED ☐ Foster Youth ☐ Homeless ☐ 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:

Strengthening Families Approach- Link Families to services and opportunities-- Quarterly Family nights at the BayView YMCA Epstein's Framework of Six Types of Involvement- Communication- Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Increased communication channels with Gianni Gazette, Synergy, Personal outreach, School Loop

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Increased attendance at the BayView Family Nights Family Climate Survey increase in parent positivity related to school communication to families

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?

☑ Academic Support ☐ Behavioral Health & Wellness ☐ College & Career ☑ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

SNBC Beacon BayView YMCA

What are your specific goals or objectives for these partnership?

Increase the amount of students accessing expanded learning opportunities either before or after school (Tutorial, Language classes, physical activity

What actions will you take to deepen your school's partnership with community organizations?

Continue monthly meetings with the Beacon leadership team -- plan for short and long term goals for academic and enrichment opportunities Continue Quarterly family nights at the Bayview YMCA and partnership to provide families and students services before and after school

How will you measure the impact? (Quantitative and/or qualitative data)

Qualitative-Student and family surveys

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 = $13,250

Student Centered Learning Climate-- We intend on using the bulk of the money for extended services to support transition times for students before and after school

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 = $33,017

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

Instructional Guidance and Student-Centered Learning Engagement. The money will be used to pay for .3125 of a bilingual counselor that supports students

Select the Bryk Essential that most aligns to the use of these funds:
- ● Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =

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

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

LCFF Concentration Grant (SCG-C) 07092
Allocation =

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

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation =

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

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CATEGORIAL EXPENSES

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

Title I =   (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 <u>attach</u> 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 = $100,000   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

Professional Capacity Lesson Study 1 to 1 Device Goal Student Advisory Forum

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ◉ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Equity Grant =

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

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

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

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Instructional Guidance *(LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)*
- ○ Professional Capacity *(LCAP Priorities: Basic)*
- ○ Student-Centered Learning Climate *(LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)*
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	1.0	
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
			3 FTE
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.
SAP/SST/504-- facilitation, oversight and implementation Wellness Center-- Mentor program, student and staff mental health support

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:

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	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.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	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.
☑	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.
☑	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**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **9/27/2018**
☐	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.
☑	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.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **9/27/2018**

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
Tai Schoeman	Principal	Tai Schoeman
Catherine Saucedo	Parent (Chair)	Catherine Saucedo
Todd Sixt	Parent	Todd Sixt
Kumar Iyer	Parent	Kumar Iyer
Betty Momjian	Teacher	Betty Momjian
Ray Lie	Teacher	Ray Lie
Jay Fantazia	Teacher	Jay Fantazia
Tanaya Adcock	Teacher	Tanaya Adcock
Annie Ma	Other Staff Member	Annie Ma
Joanna Lam	Student	Joanna Lam
Junshao Liu	Student	Junshao Liu
Poppy Stiglitz	Student	Poppy Stiglitz