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

School	**Burton, Phillip and Sala High School**
Principal	Samuel Bass

SCHOOL VISION & CONTEXT

Phillip & Sala Burton Academic High School is a comprehensive high school located in the southeast sector of San Francisco, CA. The majority of our students come from Bayview/Hunters' Point, Excelsior/Outer Mission, the Portola, and Visitation Valley. Burton continues to roll out and refine programs that increase our appeal and ability to best serve San Francisco families, particularly the ones who live in the neighborhoods that we serve. Our wall-to-wall academy structure guides our students to explore the options that industries of Engineering, Health Sciences, Media Arts, and Performing Arts hold for our students' potential career pathways. Our bands, choir, and NJROTC drum corps have received numerous awards and recognition as they perform for various community events, special regional events, and competitions. Even though the city demographics are shifting rapidly, our student body of 1,092 students continues to be quite diverse: 48% Asian, 30% Latinos, 8% African-Americans, and 4% Samoans. 66% of our students qualify for free/reduced lunch. Approximately 11% of our students have individualized education plans. 17% of our students are classified as English language learners. Burton's leadership recognizes that the crux of work that our faculty and staff will follow through on is training and collaboration around looking at student work protocols. The professional development goal is to strengthen teachers' understanding on how to make the necessary, student-data driven modifications to instruction and curriculum so that our teaching teams can continue to adopt the new spirals and tenets of the common core state standards, and Next Generation of Science and English language development standards. Burton's leadership and faculty will continue to collaborate on the practices that maximize inclusive practices for our students with IEPs. Co-teaching is the primary focus for the school in this area. We realize in order for teaching teams to be successful, time and guidance must be provided during the professional day. Teaching teams and clusters will also work on participating in professional learning opportunities in the areas of implementing research-based instructional strategies and equity of participation in the classroom for all students. Graduating our students both college eligible and college ready is paramount to the Burton High School community. Feedback from our community has helped us to understand that the school must continue to expand the course offerings for our students, particularly ones that are directly designed to help students work to the level of rigor that is required to be successful in a variety of post secondary academic options for students, e.g. AP and honors courses. With an equity lens the school's leadership will continue to explore various options that will ensure that underrepresented minorities will have access and success in such courses as well as in the regular, prescribed course of study. As observed by the WASC visiting team, the school lacks a specific, articulable strategy that hones in on African-American, Latinx, SPED, and EL success. We are engaged in conversations and focusing our partnerships with our constituency and various stakeholders to continue the work done last year and how we might veer from our targeted universalist approach to improving student outcomes. Matriculating our college eligible students into four year universities and colleges is the primary focus for our college access team, particularly for our underrepresented minority students. Data indicates that our students experience far more success if they enroll immediately into a four-year institution rather than postponing and enrolling in a community college.

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):
Looking at the Smarter Balanced Assessment Consortium (SBAC) baseline data for English Language Arts, 43% of last year's 11th grade students met or exceeded grade level standards. Our African American students have been identified as the lowest performing sub group, 14% of the AA 11th grade students last year met or exceeding standards. Since we have increased the percentage of reclassified EL, 10% of the students who have not been reclassified met or exceeded standards, which is up from the previous year.

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
Over the past 9 years, Burton High School's CELDT and ELPAC results have been upwards with more students progressing each year. This upward growth allowed more students to meet one of the criteria in re-designating EL students. 33% of our EL students where re-designated in 2015-2016 and 36% for the 2016-2017 school year, both percentages were higher than the district average. Our percentages went down for 2017-2018 because we had redesignated so many the years prior. Looking at the Smarter Balanced Assessment Consortium (SBAC) baseline data for English Language Arts, 43% of last year's 11th grade students met or exceeded grade level standards. Our Latino students have been identified as the lowest performing sub group, 12% of the Latino 11th grade students last year met or exceeded standards.	1. Increase the percentage of Latino students meeting or exceeding standards by at least 10%. 2. Increase the percentage of English Language Learners meeting or exceeding standards by at least 10%.	In the 2018-2019 school year, Burton High School will continue implementing a school-wide protocol for looking at student work. Curriculum Groups will be adjusting/revising lesson activities based on current data. We are also retraining all teachers on Illuminate to better measure if we are improving outcomes for our targeted subgroups (AA, SPED, ELs, Latino).	

Burton High School's master schedule includes teachers' curriculum planning time. This allows departments to align curricula to with the Common Core State Standards and to look at data relevant to inform teachers about their students' academic progress. Departments align content to facilitate teaching of necessary skills. Lessons are modified to meet the needs of all students with sentence starters, group tests, verbal assessments, and additional time. Teachers use SDAIE strategies and language objectives to steer and scaffold their lessons. Burton's Leadership Team is currently embedding and implementing different Protocols for Looking at Student Work. It is the goal of the Team to continue adapting and implementing a school-wide protocol next school year to guide and support curriculum groups when examining students work especially our focal groups to provide more access to the curriculum. The English Department will continue to adapt a Workshop Model to allow curriculum accessibility, which teaches mini-lesson leading to a workshop for skill practice. Based on data gathered during the previous few lessons, teachers plan invitational groups where students are brought together according to a skill set that needs extra practice, guided by the teacher, and given immediate feedback. Part of the accessibility of challenging curriculum involves providing students with co-taught and English Learner support classes so that all students, regardless of learning differences, have access to rigorous content and the support and scaffolds necessary to engage in the material. This also makes the content more relevant because students are able to relate and understand it through these accommodations. Sheltered English classes are also offered for students transitioning from beginning EL courses to mainstream grade level courses. Expository Reading and Writing Course is also offered to give students an opportunity to make up English credits while focusing on strategies for reading non-fiction, finding and analyzing evidence, and synthesizing ideas in their writing. Such opportunity has better prepared them for college level work.

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?
65% of Burton's students are on track towards meeting graduation requirements as of Fall 2018. Burton's on track data is a little bit higher than the district mean. 35% are still off track because they are missing at least one semester of English, math, or history.	Increase the percentage of on track students by 10% by the end of Fall 2018.	

			Burton High School will continue to offer Expository Reading and Writing Course (ERWC) to provide additional English credits for students missing one or more semesters of English. The ERWC course will also develop/strengthen students' writing, reading, and comprehension skills to prepare them for college entrance examinations, SAT/ACT, and their English core class.

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):

Our Hispanic students have been identified as the lowest performing sub group. 12% of the Hispanic 11th grade students last year met or exceeding standards. Curriculum groups will utilize a school-wide protocol for student work to examine and reflect on the work of our focal students. Train teachers how to analyze IAB and SBAC data to strategize how to best support students' in problem solving, communicating reasoning, and showing concepts and procedures.

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
Burton's SBAC baseline data indicate that 22% of last year's 11th grade students met or exceeded grade level standards. Our Hispanic students have been identified as the lowest performing sub group, 12% of the EL 11th grade students last year met or exceeding standards.	Increase the percentage of Hispanic students meeting or exceeding standards by 10%.	Curriculum groups will utilize a school-wide protocol for student work to examine and reflect on the work of our focal students. Train teachers how to analyze IAB and SBAC data to strategize how to best support students' in problem solving, communicating reasoning, and showing concepts and procedures.	Math Department will continue its commitment to implementing Complex Instruction in all math classes to help our students embrace the team approach of learning math concepts and procedures. Curriculum groups will utilize a school-wide protocol for student work to examine and reflect on the work of our focal students. Train teachers how to analyze IAB and SBAC data to strategize how to best support students' in problem solving, communicating reasoning, and showing concepts and procedures.

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?
65% of Burton's students are on track towards meeting graduation requirements as of Fall 2018. Burton's on track data is a little bit higher than the district mean. 35% are still off track because they are missing at least one semester of English, math, or history.	Increase the percentage of on track students by 10% by the end of Fall 2018.	Burton will continue to require all student to take 4 years of math to prepare them for college level mathematics, support them for their college entrance exams, and increase opportunities to meet a-g/graduation requirements.

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	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

learning described by the SFUSD Science Core Curriculum? 		
All students at Burton take NGSS Physics in the 9th grade, followed by NGSS Biology in 10th grade. 11th grade students take Chemistry. Chemistry is a continuation of the district's 3 courses aligned to NGSS standards. In the 12th grade students can take other of the electives listed such as AP Biology and AP Chemistry. We also have the Academy of Health Sciences, providing a College & Career Pathway for students who select into that particular Academy. The department focuses on hands-on, inquiry based instruction described by the Science practices in NGSS. We ensure all students are successful by not tracking students and working with heterogenous groups in the classes.	We are currently focusing on further implementing the NGSS in all Science classrooms, as well as the Academy of Health Sciences.	Teachers will continue to work together in small teach-alike groups and as a whole department as we implement the new district NGSS aligned courses. The department as a whole group meets twice a month to discuss how implementation is going and to make goals/assess progress toward school and district foci. Curricular groups meet multiple times per week during Common Planning Time (CPT) and common preps, which are a school priority in master scheduling.

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)? 	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?
17% of Burton's current population is identified as English Language Learners. We were able to re-designate 6% of our EL students. 14% of the students who have not been reclassified last year met or exceeded standards for SBAC ELA Test.	- Increase the percentage of EL students meeting or exceeding standards by 10%.	The counselor assigned to oversee the re-designation process will continue to work with the EL coordinator to inform teachers of EL students ELPAC Level then identify appropriate support during CPT.

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?
All 9th graders are enrolled in Health class for a full school year. They recieve 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.	Our goal is to have every student at Burton take and pass the required 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?

At Burton, we are committed to providing access and equity to all of our visual and performing arts classes. Students are able to choose their electives and their A-G requirement. We are able offer students the opportunity to explore the arts and express their creativity through our Band as well as Choir. We provide opportunities for our students to be creative and at the center of solutions. For the 2018-2019 school year, Burton is thrilled to create an Academy of Performing Arts, providing Burton students with a structured Performing Arts experience that will introduce and immerse them in College & Career opportunities in all areas of Performing Arts.

Our goal is to create a balanced, comprehensive arts program in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the Core Curriculum. Our arts program is designed to help develop and encourage the artist in each student while teaching the fundamentals of art. Projects meet the VAPA California State Standards.

Continued support from the VAPA office to provide professional development and collaboration opportunities for our VAPA teachers. Counselors presenting course selection guidelines to students and informing them of their options to fulfill the A-G requirement.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Students will participate in a coordinated physical education plan that helps them continue to develop a healthy and sustainable lifestyle. Students will engage in not only the required PE courses but also will participate in a variety of clubs and athletic teams to further their own physical well being.	We will increase the % of students passing the mile run test by 10%.	We will provide increased opportunities for interdisciplinary collaboration among our staff. Physical Education teachers will continue to participate in district sponsored professional development.

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
	- Continue to implement recruitment strategies to maintain or increase enrollment to 1200. - Increase graduation rates as well as college/university matriculation or certificate program enrollment following high school. - Strengthen existing support programs and partner with Beacon and Wellness to prevent 9th grade students from failing their classes.	Burton High School will continue to strengthen the community school model and Academy structure to provide college and career experiences for students to support them in making post secondary plans. Teachers will continue to work in their curriculum group/s to create rigorous lesson activities that are aligned to Common Core Standards. Burton HS will continue to strengthen Grade Level supports, SAP/SART, SST, Beacon-Wellness-QT collaboration to implement early intervention strategies for 9th grade students.

Though Burton High School's enrollment appears to have stabilized over the past few years, the school's target enrollment is 1,200 students. In order to build the academic and educational program that maximizes the financial impact for our students, Burton needs to meet the ideal enrollment of 1,200 students. Looking at SQII baseline data, the school will need to continue its work to shift to the common core and appropriately aligned assessments. The school will look closely to the district's Integrated Writing Assessment and Common Learning Assessments as benchmarks for our students' progress towards taking the Smarter Balanced Assessment. Roughly 10% of the students who graduate from Burton and enroll in a 2-year institution, such as City College of San Francisco, complete their program in five years; whereas 90% of graduates who attend a 4-year institution complete their program in five years. The school will prioritize its work to matriculate more students into a 4-year university/college. Burton's D/F rates are especially concerning for students in the 9th grade. There is a wide gap between students who are performing at the honor roll status and students who have three or more Fs. The school will continue to identify intervention strategies for students in the 9th grade.

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
Through the work of the College and Career Center, the ninth grade team, called the Freshman Academy Team (FAT), starts early in a student's high school career with a college awareness message. We clearly understand that upon graduation, students, with consult from their families, will take an academic or vocational path that makes sense for the graduate; yet we also understand that it remains our responsibility to provide each of our students with the opportunity to access higher education, if so desired. The college awareness message takes place in monthly class meetings, weekly advisory sessions with grade level teachers, small group workshop presentations during the school day and evenings, twice a year college/career fairs during extended lunch periods, and one-on-one sessions with college and guidance counselors. Over the summers teacher leaders review the advisory curriculum to ensure that it meets advisors' presentation needs and students' learning needs. It is engaging and scaffolded by grade level to make certain that students understand the various types of colleges and universities, the application process, and important grade level milestones. Students, also in their advisory, develop their personalized learning plan that results in their understanding of how to read transcripts, university/college admission requirements, and high school graduation requirements. With tremendous support of the school district's Career Technical Education office, Burton implements wall-to-wall academy model. Following the freshman year, Burton students self-select into one of three career-themed academies. Students who elect to continue playing for one of the Burton bands elect to postpone their academy selection until their junior year. Each academy is designed to provide students with a relevant	1. Decrease Chronic Absenteeism rate of AA, Latino, SPED, and EL by at least 5% each year. 2. Continue to improve graduate rate of 4-year cohort by at least 2% each year. 3. Increase the number of on track towards graduation students by 5%.	Burton High School will continue to strengthen partnership with Beacon, Wellness Center, Parent-Teacher-Student Association to continue to implement programs that engage all students during and after-school to improve students' over all attendance. Grade level teams will continue to collaborate with the College and Career Center and other Community Based partners to provide tiered support and intervention for high risk students. SAP/SART Team will continue to meet every Tuesday to provide extensive support for EWI students, create an individual plan for habitual/chronic truants starting the first three weeks of school. Grade Level Counselors will continue to evaluate scholarship records at the beginning of each semester to enroll students in credit recovery classes in a timely manner. Parent Liaison, weekly grade level meetings, Wellness Center and the Beacon partner with a variety of community based organizations to dentify and provide ongoing mental health services, four Academic Counselors assigned by grade level, mentorships for students who are failing.

designed to provide students with a relevant experience that is grounded in academic content. Students have the choice between engineering, health science, and media arts and entertainment. Over the course of their study, students partake in a wide range of field trips and job shadowing experiences. Guest speakers from the industry come to Burton to present and discuss with students what skills are necessary to pursue jobs in a particular industry. Additionally, guest speakers speak to the assortment of jobs that each industry actively recruits. Students have the option to participate in summer internships—some of which are paid! Collectively, academy students work as a class or as a member of a small group on a final project leading up to their graduation. All students commemorate their participation as a member of the academy with a celebration and a sash that adorns their graduation gown. The primary objective of the Burton wall-to-wall academy structure is to utilize the rigor, relevance, and articulation of the curricular program to fully engage students, thus reducing the truancy and dropout rates, closing the achievement gap, improving test scores, and increasing the graduation and college entrance rates. Burton's college and career center has a full staff of four grade level counselors. The grade level counselor welcomes a new class of students as freshmen and ushers them through high school to graduation. The grade counselor collaborates with the assistant principal of academic support services to track students' graduation progress. Several systems have been introduced to aid in tracking progress towards graduation and the identification of on-track, off-track, and severely off-track students. Currently, the guidance office uses the shared spreadsheet created and populated by the school district's pupil services department. Changes and updates to the spreadsheet are made and monitored by the counselor. The advisory program is designed to help students understand their transcripts, graduation requirements, and university/college admissions. Goal setting is a large component of the advisory program, as is constant monitoring of the individual student's progress to their plan.

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 week Burton High School students are dismissed two hours early for Common Planning Time (CPT) so the staff can meet in either content area groups 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. Burton's Administration works with different departments in the District to provide school-wide professional development for faculty and staff. The Master Schedule also allows curriculum groups and the Freshmen Academy Team to meet at least once a week. During these meetings, teachers plan collaboratively on several important levels: common pacing on instructional units, reflection on various assessments, creation of engaging lesson plans, and diving deep into the new common core state standards. Grade Level Teams also meet twice a month to develop and implement support structures and intervention strategies for students in the grade level. Burton also includes Open Door Week in the Professional Development Calendar. Twice a year, teachers have the opportunity to visit classes to observe students actions and best practices. Teachers have the opportunity to reflect on their observations and create plan of action in their grade level team meetings. The Special Education Department and English Language Development teachers work also meet with teachers during our CPT time to discuss accommodations and modifications for SPED and EL students.

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)
Increase Academic Rigor and Implement Common Core and New State Standards: Continue to shift all curriculum implementation so that what is taught and how it taught is aligned to the principles of the new state standards. Teachers will assess students that look for growth in critical thinking and analysis; Students will demonstrate proficiency in computerized testing formats, like in the Smarter Balanced Assessment; Teachers will work in interdisciplinary teams to maximize synergy of reinforcing the necessary skills for students to be successful. Improving Instructional Time: Continue to increase the instructional time for all students in all classes; students will improve their attendance to each class period and full school days; Students will reduce their absences and their tardies to class and school. Teacher and Staff Collaboration: Continue to provide time for teachers and staff members to hone their practice, align instruction, and improve curriculum. Establish norms and protocols for collaboration. Teachers and staff members reflect on their practice and interaction with students. School Culture, Climate, and Environment: Continue to follow through on the implementation of the Community School Model so that families and community members play a large part in the Burton program and design; students and parents are excited to be a part of the Burton community; students and parents advocate for Burton outside of the school; and students take ownership of their own learning.	Burton HS Admin and Leadership Team will identify key people/groups among the staff to lead the work in the following Action Steps: Increasing Academic Rigor - Principal, Assistant Principals, Department Chairs Improving Instructional Time - Principal, Assistant Principals, Grade Level Team Teacher and Staff Collaboration - Principal, Assistant Principals, Department Chairs, Grade Level Lead School Culture and Climate - Principal, Assistant Principals, Counseling Dept, Deans, Wellness, QT, Beacon. Burton HS will continue to work with CTE, Burton PACE, Wellness Center to fund existing programs. Specific Categorical funds will also be utilized to compensate faculty and staff members who will be working on these action steps.

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.)	Students who have IEP's and are on the general education/diploma track for graduation are fully included in the Burton High School Program. Based on last year's Spring grades, 16% of the students tested with IEP are receiving As in ELA and 3% in Math.	- Increase the number of students with IEP's passing their co-tought core classes. - Improve perfomance on IAB and SBAC by at least 5%. - Improve attendance of students with IEP's by at at least 5% each year.	- Develop school-wide expectations for co-teaching. - Continue to provide CPT time for general education and Special Education teachers to collaborate to reflect on their practices, plan lessons, and review IEP modifications and accommodations. - Provide time during the Teachers Institute, Wednesday CPT, and grade level meetings to discuss placement of students, background information, individualized support, and other strategies.

Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Based on the 2017-2018 Wellness report provided by DCYF, over 700 students (duplicated) accessed the Wellness Behavioral or General Counseling services. Of those students accessing services, a disproportionate percentage were AA or Latino compared to their percentage as part of the whole population.	We will increase attendance and support of: homeless families, foster youth, queer students, African American students, Latinx students, EWI students, refugee and immigrant students. Track and use data to determine effective practices and wellness services that are having the biggest positive impact on student outcomes.	Provide additional professional development for the staff engaged with supporting our EWI students through our extensive SAP process.
Student Engagement/ Attendance	20% of the school population has been identified as chronically absent. 38% are AA, 30% are Latino,and 28% are EL.	- Increase attendance rate by 2%. - Decrease chronic absenteeism rate for AA, Latino, EL by 5% each year.	We will continue checking and posting students attendance for student based incentives. We will also continue working as a community in the effort to decrease the chronic absenteeism rate. Working with Burton PACE to host cultural nights to inform parents the importance of attendance and engage them in developing action steps to decrease the number of students missing 18 or more days of school.
School Culture/Climate	Burton's suspension rate went down a percentage point for 2017 - 2018. The Social-Emotional and Culture Climate Survey administered last school year indicate that 75% of our students believe that Burton is supporting their academic learning. 65% thinks that their school has knowledge and fairness of discipline, rules, and norms which is 6% higher than the district average. 70% believes that their school is safe. 65% feels they are connected to the school.	-Reduce number of discipline referrals, suspension and expulsion of AA, L, and PI students. - Maintain a school climate and culture where all students feel safe, connected, and supported.	- Continue full PBIS implementation. Revise advisory lesson plans to explicitly teach Burton'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.
Social Culture/Climate	The Social-Emotional and Culture Climate Survey administered last school year indicate that 86% of our families believe that Burton is supporting their students' academic learning. 89% thinks that their school has knowledge and fairness of discipline, rules, and norms . 84% believes that their school is safe . 86% feels they are connected to the school.	We propose to see a 10% increase in students responding positively to the SEL survey questions regarding a sense of belonging at Burton. We also want to see an increase in the rate of all student groups being represented in our student activity clubs.	To address these shortfalls, we will continue to build community through changes in our assembly formats to foster inclusion of more school groups, applying more broad policies across disciplines for grading and missing work, service learning to empower more community involvement, authentic learning, and cross-discipline collaboration. Offer training and professional development for the club sponsors and the student club leaders. We will continue to refine our retake policy to encourage students and teachers to adopt a growth mindset when it comes to mastery of the content.
Wellness Policy	All student at Burton participate in the Wellness Policy.	We will increase the number of students who participate in the athletic teams by 5%, particularly in our target groups.	We will continue to follow the nutrition policy, continue serving Revolution lunch and breakfast. We will continue to have offer PE for all 9th and 10th graders and Health class for all 9th graders. We will continue to offer sports teams plus cheerleading through our Beacon program. We will begin outreach for sports before the start of the school-year.

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: **Latinx**

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:

The Social-Emotional and Culture Climate Survey administered last school year indicate that 86% of our families believe that Burton is supporting their students' academic learning. 89% thinks that their school has knowledge and fairness of discipline, rules, and norms. 84% believes that their school is safe. 86% feels they are connected to the school. Burton High School with support from its lead community partner, Burton PACE, has built several ongoing opportunities for parents and families to be involved in the life of the school. The principal hosts a monthly Principal's Coffee Chat with interested parents on the first Friday of each month. The agenda is developed in consultation with the Parent/Family Liaison. Attendees in this meeting learn about upcoming school activities, hear about the various resources that the school and partners offer, and provide feedback directly to the principal on the school's program and interactions with school staff and protocols. As required by the state of California, the school has parity and a functioning School Site Council that meets regularly. The parent representatives for the School Site Council are nominated by a body of parents to serve on the school's governing board. The School Site Council meets on a monthly basis and is open to the public. Parent and family representatives of the EL school community work closely with the school's EL coordinator to serve on the required English Language Advisory Council. This group meets on a quarterly basis. Simultaneous translation in Spanish and Cantonese is provided by the school district.Notices of these meetings are also communicated to the whole school community in Spanish and Cantonese. Over the course of the year, the Burton PACE hosts several family workshops on a range of topics that parents and family members have demonstrated interest. The "Know Your Rights!" workshops are held on a quarterly basis. Legal experts and lawyers come and present on topics such as understanding the immigration process. Additional workshops for parents and family members include presentations funded by a grant through the SF Department of Public Health. These presentations and workshops are designed to help family members learn where in the community they can go to find affordable or free health care. On a monthly basis, we host various affinity events for the ethnic groups represented on campus with the goal to bring family members and students together to celebrate our community. Examples of these include Cinco de Mayo Celebration, Dia de los Muertos Altars, and Soul Food Dinner. These events occur approximately on a monthly basis and contain student performances and demonstration of student leadership.

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

Burton and Burton PACE will continue to work together to provide more opportunities for parents to come to school and participate in school activities. Engage parents in after school/Saturday school activities. Continue to work with the parent liaison to ensure that families receive the announcement of meetings where parents and family members' participation is paramount. By building relationships with parents wanting to be active in the school community and reaching out to parents via telephone, autodialer, email, and ParentVue, he has demonstrated success in making sure that parent meetings are attended.

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.

Bayview YMCA, SF Achievers, FACES Coalition

What are your specific goals or objectives for these partnership?

To support our African American male students to both succeed at high rates academically and to feel a greater sense of belonging to the overall school community. To support all students, and in particular our targeted student groups, to feel a deeper sense of belonging as well as achieve higher academic outcomes.

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

We need to develop a way to more intentionally connect the work being done with SF Achievers to the overall school. Involving the adult(s) leading the group in our leadership committees, connecting this work with the work being done around CPT and also the work being done with our BSU will also help to support our students by connecting the adults who are engaged in different aspects of the work to support them.

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

A reduction of D/F marks in core academic courses by our African American male students. A reduction of Chronic absenteeism by our African American male students. An increase in AP enrollment and successful course completion by our African American male students.

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 = $9,750

$7,450 funds other supplies, including paper, copy machine toner, printer toner, etc. to assist with the completion of the required paperwork to ensure that the school is in compliance with all state and federal requirements regarding the students' learning plans. Material will also be used for student learning materials, such as consumable workbooks.

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 = $74,003

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

0.4375 FTE funds a Cantonese speaking clerk to assist families with limited English speaking skills. $35,394 funds other supplies, including paper, copy machine toner, printer toner, etc. regarding the students' learning plans. Material will also be used for student learning materials.

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 = $199,332

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

0.2 FTE will fund an ROTC teacher who will continue to support low income students in the program and offer opportunities for them to succeed in the program. 0.625 FTE will fund a teacher who will organize various community service projects during the day, vacation periods, and weekends. 0.275 FTE funds a Cantonese speaking head counselor to provide supervision, counseling, and intervention support for Cantonese speaking students and families. .0625 will fund a Cantonese speaking secretary to provide strong communication with our Cantonese speaking families. $2250 to help purchase additional student learning support materials including supplementary student workbooks and other learning supports for our focal students.

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $31,000

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

0.25 FTE will fund the Cantonese/Mandarin speaking registrar to support needs of the students who have migrated to the USA from other countries. $8520. used to purchase supplies and materials to ensure additional outreach and communication with parents and family members regarding their student's learning plans for our site's targeted and at-risk 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)*

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $754,725

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?

0.5 FTE will fund a transition to high school teacher who teaches 9th grade students good decision making habits and good study skills habits. 0.55 FTE funds a Cantonese speaking head counselor to provide supervision, counseling, and intervention support for Cantonese speaking students and families. 0.65 FTE funds a Spanish speaking head counselor to provide supervision, counseling, and intervention support for Spanish speaking students and families. 0.5 FTE funds a Peer Resources teacher with the goal of helping the school broaden its course offerings and train students on mediation strategies. $5000 will spent on supplies to support the implementation of PBIS.

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 =   *(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:
Reza, Omar		Siggins, Cassandra	Esteva-Martinez, Jose
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
Mulkern, Patrick	Sazaki, Mika		
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.

1. Ensure that students, families, and staff have voice and their feedback is considered in developing support and academic services and community enrichment opportunities. 2. Implement positive behavior intervention and support strategies to expand access to all students. 3. Reduce chronic absenteeism especially for African American, Latino, and EL students.

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)* **Leadership Team**
☑	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: **10/2/2018**
☐	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: **10/2/2018**

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
Samuel Bass	Principal	
Rebecca Kavanaugh	Student- President of SSC	
David Knight	Teacher	
Stephanie Hanson	Teacher	
Nicholas Hom	Teacher	
Elizabeth Keith	Teacher	
Laura Burciaga	Paraprofessional	
Ling Mu	Parent	
Gaylene Wong	Parent	
Sarah Ballard-Hansen	Community Member	
Megan Law	Student	
Tammy Nguyen	Student	