



School Plan for Student Achievement (SPSA)

School Year	2020-2021
School Name	Francisco Middle School

County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
38684786059844		

School Plan for Student Achievement (SPSA)

Section 1

Purpose and Description

Briefly describe the purpose of this plan. Select from Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) or Schoolwide Program. Type an 'X' next to the item.

If your school does not have a specific Every Student Succeeds Act (ESSA) designation of Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI) or Additional Targeted Support & Improvement (ATSI), you are Schoolwide Program.

	Comprehensive Support & Improvement (CSI)
	Targeted Support & Improvement (TSI)
	Additional Targeted Support & Improvement (ATSI)
x	Schoolwide Program

Briefly describe the school's plan to meet ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Choose subgoals from [Student Achievement](#), [Access & Equity](#), and [Accountability \(LCAP Goal Abbreviations\)](#)

Student Achievement Subgoals

1.11 Properly identify & place English Learners (effective language pathway access, specialized programs & services, ELD standards Professionals Development)

1.07 Expand professional development & learning systems (team based learning, new teacher support, coaching, Peer Assistance & Review, coordinating QTEA PD, SFTR, PLUS)

Access & Equity Subgoals

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2.02 Continue behavioral Rtl implementation (PBIS, Hiring an Restorative Practices Coach, behavior specialist, trauma informed practices, crisis prevention & intervention, Safety Care)

2.03 Target strategies to address underserved students needs (multi-tiered system of academic, behavioral & community supports, nurses, psychologists, behavior specialists)

Accountability

3.09 Recruit & retain diverse talent reflective of community (strategies to improve retention rates & recruitment)

3.10 Develop critical tools & systems, build a resilient infrastructure, & redefine the classroom experience

Section 2

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Describe the **Involvement Process** for the SPSA and Annual Review and Update.

The SSC team as well as the whole staff was able to review our itemized budgets and our corresponding school initiative plans for the 2020-2021 school year through this [SSC Budget Presentation](#)

Section 3

Comprehensive Needs Assessment

What are we trying to improve?

Explore Data

Exploring data is a first step in understanding the problem. How have your contexts, practices, and outcomes changed over time? Where and for whom do your data reveal bright spots or opportunities for growth?

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Some types of outcome data that you may consider using include:

- Academic data
- Socioemotional and behavioral data
- Culture-climate measures
- Self-assessments
- Surveys
- Classroom Observations (Instructional Rounds, Learning Walks, Walkthroughs, Informal Observations)
- Focus group feedback

Data can also include information you have about the user’s experience or how current routines are being performed. Some tools you can use to help you gather and organize such information include: [Empathy Interview](#), [Journey Map](#), and [Process Map](#).

Identify Focus

Narrowing your focus after exploring data is an important step for maintaining coherence in your work. While you probably have many goals, your improvement project may focus on just one or two, so that the team can dig deep into that particular challenge for the sake of being disciplined about the learning process.

Analyze Causes

Building on the data you have gathered about potential problems in your area of focus, you can now explore those problems in more depth. Exploring multiple interconnected causes can help guide your thinking before you brainstorm possible change ideas and thus prevent jumping into solutions prematurely.

Two simple cause analysis tools are the [Fishbone diagram](#) and the [5 Why's](#) protocol. You can use either one alone, or both in combination.

What data did you look at?

SBAC- ELA & Math 2018-2019
 Reading Inventory 2019-2020
 2019-2020 Grades Distribution - Science ELA Social Studies Math
 Staff & Student SEL/CC Survey - Spring 2020

Based on the data analysis, where do you want to focus?

Increasing Reading Inventory & SBAC (Math & ELA) scores, specifically amongst our African American, Latino & EL students. Also increasing student SEL/CC scores, specifically around self management, self efficacy, and environment of learning.

Why are we getting these results?

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Francisco is still moving towards the direction of providing robust, differentiated and scaffolded instruction to all students depending on their English proficiency, IEP needs, socio economic status. We need to think about how to incorporate wrap-around services with instructional support for at risk students so that they can be successful in their classes and at Francisco. Teachers have very little time to collaborate, analyze data and plan together, and our current schedule & professional development times allow for very little adult learning and analysis to happen at our site.

What changes might we make and why?

Brainstorm and Prioritize Strategies

After you have done some work to understand the problem, you will be ready to generate change ideas. What changes can you make to bring about improvement? Where are others achieving success in addressing a similar problem? What has worked for others that you can build on and refine for your context? What ideas surfaced in the context of your data analysis?

What are some changes we can make? Answer the following questions for each change you want to make by copying and pasting the questions and adding text.

Change idea

Implement a Common Planning Time for teachers to collaborate, analyze data, and plan with teachers

How will we implement the change?

Create a new master schedule that allows for a structured common planning time to happen for all teachers at least 2-3 times a week. The Instructional Lead Team will design a framework for what a successful CPT should and will look like.

What resources will we need to implement this change?

We will need research around common planning time and examples of what a successful common planning time is. Assistant principals and principals will need to be a part of the planning process and even a part of these meetings while teachers begin the process of actually doing them

How will we know if a change led to improvement?

- Develop a Theory of Action
- Define Measures
- Set a Measurable Goal

Theory of Action

Articulate what change we might make for what improvement.

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If teachers participate in a structured time where they are able to collaborate and analyze student work and data, their instruction will improve and student learning and outcomes will in turn improve.

Measures of Implementation and Impact
How will we measure implementation and impact?

Teacher feedback surveys, student feedback surveys, milestone tasks and benchmark exams, reading inventory tests, SBAC, teacher SEL/CC surveys

Measurable Goal
Write a measurable goal statement that is specific, measurable, relevant, time-bound and equity-driven

Increase in teacher survey around productivity and meaningfulness of work. Increase in RI scores by 4% school wide, specifically amongst target populations - 7% (AA, EL).

What changes might we make and why?

Brainstorm and Prioritize Strategies

After you have done some work to understand the problem, you will be ready to generate change ideas. What changes can you make to bring about improvement? Where are others achieving success in addressing a similar problem? What has worked for others that you can build on and refine for your context? What ideas surfaced in the context of your data analysis?

What are some changes we can make? Answer the following questions for each change you want to make by copying and pasting the questions and adding text.

Change idea

Adding a full Restorative Practices Coach to work with teachers and staff around implementing restorative practices into their classrooms and throughout the school.

How will we implement the change?

The RP coach will be a teacher that already has a relationship with students and teachers at the school site. The RP coach will be responsible for leading restorative practice professional developments at our site, as well as working with teachers on a 1:1 coaching relationship to help support teachers strengthen their culture & climate within the classroom. RSP coach will work side by side with Asst. Principal of curriculum and climate as well as the counselors and support staff to provide wrap around services to our Tier 2 and 3 students

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What resources will we need to implement this change?

RSP coach will need a significant amount of training around restorative practices as well as coaching. RSP coach will also need time to build relationships with students and teachers so that they can be successful.

How will we know if a change led to improvement?

- Develop a Theory of Action
- Define Measures
- Set a Measurable Goal

Theory of Action

Articulate what change we might make for what improvement.

Adding an RSP coach and professional developments around restorative practices will lead to positive changes within our schools culture & climate, both inside and outside of the classroom.

Measures of Implementation and Impact

How will we measure implementation and impact?

We are hoping that student and staff data will increase on the SEL/CC survey

Measurable Goal

Write a measurable goal statement that is specific, measurable, relevant, time-bound and equity-driven

On the SEL/CC survey, student scores for ‘Self-Management’ , ‘Self-Awareness’ and Sense of belonging will increase by 3% schoolwide, with a 5% increase amongst our SpEd, African American, and Latino students. Chronic absenteeism will also improve by 5% for our African American and Latino students.

What changes might we make and why?

Brainstorm and Prioritize Strategies

After you have done some work to understand the problem, you will be ready to generate change ideas. What changes can you make to bring about improvement? Where are others achieving success in addressing a

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similar problem? What has worked for others that you can build on and refine for your context? What ideas surfaced in the context of your data analysis?

What are some changes we can make? Answer the following questions for each change you want to make by copying and pasting the questions and adding text.

Change idea

Providing an ipad with 5g service to every student and adult in the building; adding a full time Technology Integration coach to work with teachers.

How will we implement the change?

Provide each teacher an ipad & professional development around technology integration as well as provide each student with an ipad that they can use throughout the day and at home. Students and teachers will take digital citizenship seminars and courses so that they are all proficient in utilizing technology and the internet within the classroom as well as outside of the classroom. The technology integration coach will work with teachers around implementing technology efficiently and strategically

What resources will we need to implement this change?

Ipads, 5g sim cars, accessibility to professional developments, subscriptions and memberships to various online platform and curriculum programs (Newsela, IXL, nearpod, zoom, etc.)

How will we know if a change led to improvement?

- Develop a Theory of Action
- Define Measures
- Set a Measurable Goal

Theory of Action

Articulate what change we might make for what improvement.

As we move towards a more tech oriented approach to learning, where teachers and students utilize technology and the internet in a strategic and effective way, students will be more engaged and teachers will be more effective at implementing elements of deeper learning and creating an environment where students are using 21st century skills to think critically.

Measures of Implementation and Impact

How will we measure implementation and impact?

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We will measure impact of implementation by student SEL/CC scores, as well as testing and RI scores. Utilizing technology effectively allows for a significantly higher amount of personalization of learning. We believe this will target our students' learning needs in a more substantial way. We are expecting this shift will lead to increases in testing/academic scores as well as social-emotional.

Measurable Goal

Write a measurable goal statement that is specific, measurable, relevant, time-bound and equity-driven

SEL/CC survey - student scores in 'Self Efficacy' and 'Climate of Support for Academic Learning' will increase by 4%, and 7% for our Sped, EL & African American Students
 SEL/CC survey - staff scores will increase in 'Climate of Support for Academic Learning' by 5%
 RI scores increase by 4%
 Increase in RI scores by 4% school wide, specifically amongst target populations - 7% (AA, EL).
 SBAC scores increase by 7% in Math (more access to rigorous, personalized Math problems) and 5% in ELA (more targeted reading and writing work with an emphasis on critical thinking and analysis)

Resulting Resource Inequities

As a result of the Needs Assessment and subsequent analysis, were any resource inequities identified? *What current resources (such as time, structures, personnel, professional development, etc) do we have to support our specific outcomes? Do we need to reallocate resources to support our desired outcomes?*

We have identified technology integration and access to technology and wireless internet at home as a clear inequity that has been visible at Francisco and SFUSD. During the device deployment week of 3/23-3/27, we aimed at minimizing this clear inequity. There are clear experience differences in regards to teachers' comfort and utilization of technology within the classroom. We will have to differentiate professional development to provide adequate training for teachers regarding the strategic implementation of technology in the classroom. There is currently very little structured time for teachers to collaborate with one another; we have no built in time for aligned academic collaboration and planning. We are hoping that the introduction of Common Planning Time will help improve our teacher collaboration and help align the school on various visions and goals that we would like to see implemented successfully.

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Section 4

Goals, Strategies, Expenditures

Complete a copy of the Goal section for each of the school’s goals. Duplicate all section components (Goal, Identified Need, AMOs, Strategy/Activity & Proposed Expenditures) for each goal (up to 3).

Goal 1 *Implementing elements of deeper learning into curriculum & instruction*

Francisco will move towards further incorporating elements of deeper learning into curriculum and instruction; specifically critical thinking, student personalization and choice, and project based learning. Teachers will use common planning time, professional development & various coaches in the school to build in these elements into unit plans, project designs, curriculum, and instructional practices.

Identified Need (use your Needs Assessment as a guide) *Why are we making the changes?*

We are making these decisions based on decisions from our Instructional Lead team during the 2019-2020 after multiple observations and analysis of classrooms and instruction. This is also a key initiative for the Middle School Initiate Wonder initiative with SFUSD.

Annual Measurable Outcomes *How will we know if the change led to improvement?*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate of Support for Academic Learning as indicated in the SEL Panorama survey	72% favorable	82% favorable
All Students SBAC Math	6.8 points below standard	2.8 points above standard
SBAC ELA	2.8 points above standard	6.8 points above standard

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EL progress as indicated on the CA dashboard	59.9% making progress towards English language proficiency	66.9% making progress towards English language proficiency
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity <i>What changes might we make? (See Identified Need above for “...and why?”)</i>
Continue professional learning communities where teachers can dive into an area of deeper learning that they are interested in engaging in professional development around. Professional learning communities (PLCs) will be aligned to our goal around critical thinking, student personalization and choice , project based learning and social emotional learning

Proposed Expenditures for this Strategy/Activity	
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount	Source
\$38,000 for Extended Hours	Unrestricted
\$8,000 for Substitute Release Days	Unrestricted
\$152,610 for AP for Curriculum and Instruction	Targeted Instructional Improvement

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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity *What changes might we make? (See Identified Need above for "...and why?")*

Implement a common planning time for grade level-aligned teachers that allows them to collaborate and make meaning of how deeper learning elements fit into their content areas, and more specifically, their grade level. Teachers will be able to plan cross-curricular, complex projects and units that allow students to make connections and think critically and divergently when working in their classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	Source
\$38,000 for Extended Hours	Unrestricted
\$8,000 for Substitute Release Days	Unrestricted
\$152,610 for AP for Curriculum and Instruction	Targeted Instructional Improvement

Goals, Strategies, Expenditures

Complete a copy of the Goal section for each of the school's goals. Duplicate all section components (Goal, Identified Need, AMOs, Strategy/Activity & Proposed Expenditures) for each goal (up to 3).

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Goal 2 *Strategically increasing our integration of technology inside and outside of the classroom*

Francisco will engage in a strong push towards strategically incorporating technology inside and outside of the classroom, supported by our 1:1 VILS ipad grant that will provide every student and teacher with their own ipad with 5g network. This will involve professional development, strategic planning on the Instructional Lead team, alignment with the new full time technology integration specialist/coach, and engagement with other middle schools who are already involved in the 1:1 VILS grant

Identified Need (use your Needs Assessment as a guide) *Why are we making the changes?*

Prioritizing the integration of technology within instruction and curriculum has been a focus of our site this year, and we are planning on shifting significantly in this direction with the 1:1 Ipad grant, which provides an ipad with 5g service to all students and teachers. This grant also includes wrap around professional development and coaching support that will help transform teachers' instruction into a model that utilizes 21st century skills, many of which deal with integrating various technological platforms inside and outside of the classroom. The recent closure of the school district and shift towards digital/remote learning has highlighted the importance of creating and continually evolving our systems of technology integration in regards to instruction and learning.

Annual Measurable Outcomes *How will we know if the change led to improvement?*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL progress as indicated on the CA dashboard	59.9% making progress towards English language proficiency	66.9% making progress towards English language proficiency
Climate of Support for Academic Learning as indicated in the SEL Panorama survey	72% favorable	82% favorable
Reading Inventory Distance from Proficient - Fall 2019-20 as indicated on DARTS report	-68.6 points from proficient	-38.3 points from proficient

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[African American Students] Reading Inventory Distance from Proficient - Fall 2019-20 as indicated on DARTS report	-235.5 points from proficient	-193.6 points from proficient
[Hispanic Students] Reading Inventory Distance from Proficient - Fall 2019-20 as indicated on DARTS report	-159.0 points from proficient	-123 points from proficient

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity *What changes might we make? (See Identified Need above for "...and why?")*

Begin the 1:1 ipad grant initiative; all students and teachers receive and use an ipad with 5g verizon wireless service. This initiative will include wrap around services for teachers and students through professional development opportunities and collaboration spaces that will allow for teachers to begin integrating various technology platforms into their instruction and curriculum, facilitated by the use of ipads. Students will use ipads as their primary 'notebook', and all teachers will be expected to use these throughout the week during their classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	Source
\$28,000 for Non-capitalized equipment (technology)	Unrestricted

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\$152,610 for AP for Curriculum and Instruction	Targeted Instructional Improvement
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Strategy/Activity 2
Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)
All students; focus on EL students

Strategy/Activity <i>What changes might we make? (See Identified Need above for "...and why?")</i>
<p>Add a full time technology integration coach as well as an ipad/technology technician. The tech integration coach will work with the assistant principal of curriculum and instruction to</p> <ul style="list-style-type: none"> Provide professional development around integrating technology into instruction & curriculum Go through coaching and observation cycles with teachers with a focus on engaging students through technology Support ELD teachers around various platforms that provide instruction, practice & support with learning English Work with administration to implement school wide online learning systems that work to centralize and align complex systems of learning & instruction through online and technological platforms

Proposed Expenditures for this Strategy/Activity	
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount	Source
\$61,336 for 1:1 iPad Coach	Targeted Instructional Improvement
\$45,133 for Technology Paraeducator	Unrestricted
\$152,610 for AP for Curriculum and Instruction	Targeted Instructional Improvement

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Goals, Strategies, Expenditures

Complete a copy of the Goal section for each of the school's goals. Duplicate all section components (Goal, Identified Need, AMOs, Strategy/Activity & Proposed Expenditures) for each goal (up to 3).

Goal 3 *Increasing reading scores and improving on our culture of literacy*

Francisco continuously focuses on increasing reading scores and improving on our culture of literacy. We will do this by integrating literacy strategies in professional development & departments, creating a common planning time that allows English teachers to work with teachers in other content areas to incorporate literacy strategies in their classroom, having a full time Literacy teacher who works with students reading below grade level during their elective time, incorporating Witsi (writing strategies) into our classroom routines and structures, & targeting student's various literacy goals through personalization and elements of choice.

Identified Need (use your Needs Assessment as a guide) *Why are we making the changes?*

Literacy is a continuous focus for Francisco, and will continue to be throughout the 2020-2021 school year. One of our core beliefs is that literacy is one of the keys to success and one of the most significant barriers for our focal students to achieve equity.

Annual Measurable Outcomes *How will we know if the change led to improvement?*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Inventory Distance from Proficient - Fall 2019-20 as indicated on DARTS report	-68.6 points from proficient	-38.3 points from proficient
[African American Students] Reading Inventory Distance from Proficient - Fall 2019-20 as indicated on DARTS report	-235.5 points from proficient	-193.6 points from proficient

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[Hispanic Students] Reading Inventory Distance from Proficient - Fall 2019-20 as indicated on DARTS report	-159.0 points from proficient	-123 points from proficient
SBAC ELA	2.8 points above standard	6.8 points above standard
EL progress as indicated on the CA dashboard	59.9% making progress towards English language proficiency	66.9% making progress towards English language proficiency

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)
African American, Hispanic & EL students

Strategy/Activity <i>What changes might we make? (See Identified Need above for “...and why?”)</i>
<p>Increasing our integration of literacy and multiculturalism within classroom instruction & curriculum through</p> <ul style="list-style-type: none"> • 1:1 planning and support from our librarian • Using common planning time as a way for English & Social studies teachers to collaborate and plan cross-content projects that appeal specifically to African American and Latino students • Using CPT as a way for ELD teachers to work with Gen Ed teachers around specific literacy strategies that support ELL students

Proposed Expenditures for this Strategy/Activity	
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount	Source

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\$152,610 for AP for Curriculum and Instruction	Targeted Instructional Improvement
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Strategy/Activity 2
Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)
All students ; focus on Hipsanic & AA

Strategy/Activity <i>What changes might we make? (See Identified Need above for “...and why?”)</i>
Reducing class sizes of 6th and 7th grade English classes by adding a full time extra 6th/7th grade ELA teacher. This will allow for more effective and aligned targeted reading/literacy support to students who are reading below grade level through readers & writers workshop, 1:1 conferences, etc.

Proposed Expenditures for this Strategy/Activity	
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount	Source
\$38,266 for ELA Teacher	Targeted Instructional Improvement
\$56,139 for ELA Teacher	Middle School LEAD

Strategy/Activity 3
Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)
African American, Hispanic & EL students

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Strategy/Activity *What changes might we make? (See Identified Need above for “...and why?”)*

Full time reading interventionist teacher who provides reading intervention instruction to students who are performing significantly below proficient. These classes will focus on general ed students who are reading below grade level, as well as EL students who need more structured & specific reading/writing strategy support during their ELD classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	Source
\$38,266 for Reading Intervention Teachers	Title 1
\$74,868 for Reading Intervention Teachers	Principal’s Innovation Fund (Salesforce)
\$114,434 for Reading Intervention Teachers	MS Lead

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Section 5

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Annual Review

SPSA Year Reviewed: First year implementing Goal & submitting SPSA

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be skipped. - Not applied as this our first year

Analysis

Describe the overall implementation of the strategies/activities of your last plan and the overall effectiveness of the strategies/activities to achieve the articulated goal.

[Add text here]

Briefly describe any major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal. **Be sure to include any funds left unspent.**

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

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SPSA Appendix: Budget Narratives and Compliance Items

Section 6

Section 6A - Budget Summary

Complete the highlighted sections below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary	
Description	Amount
Title I (31500)	\$186,512
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$186,512

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted. *Only put funds that support specific goals*

Federal Programs	Allocation
Title I (31500)	\$186,512
[List federal program here]	\$ [Enter amount here]
[List federal program here]	\$ [Enter amount here]

Subtotal of additional **federal funds** included for this school: \$ [\$186,512]

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List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation
Weighted Student Formula (WSF)*/UGF (00000)	\$3,646,974
07091-SCG-ENGLISH LEARNERS	\$222,491
07940-TARGETED INSTRUCTL IMPROVEMENT	\$257,088
31500-IASA: Schoolwide Prgrams (SWP)	\$186,512
65001-SpEd - WSF School Site Allocat	\$7,517
90551-PEEF:PROP H, PHYSC EDU SUPPORT	\$8,136
90552-PEEF:PROP H, ARTS & MUSIC	\$13,560
90592-PEEF:SPORTS, LIB, ARTS & MUSIC	\$39,992
90795-SALESFORCE	\$200,000

Subtotal of state or local funds included for this school: \$ [4,382,270]

Total of federal, state, and/or local funds for this school: \$ [4,606,048]

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Section 6B - Budget Justification Narratives

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
Special Education Weighted Student Formula - used for part of an RSP	\$7,517
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> ● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> ● Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> ● Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> ● Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Supplemental Concentration Grant-English Learner (SCG_EL) 07091 How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?	Allocation
Supplemental Concentration Grant- English Learners will be used for ELD teacher, Para designated for ELD & EL students, & Instructional Supplies specifically targeting English development for EL students	\$222,491
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> ● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> ● Professional Capacity (LCAP Priorities: Basic) 	

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<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Supplemental Concentration Grant - Low Income (SCG-LI) 07090 How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?	Allocation
	\$

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

LCFF Concentration Grant (SCG-C) 07092 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?	Allocation
	\$

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	

School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> ● Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
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Targeted Instruction Improvement Grant (TIIG) - 07940 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?	Allocation
1.0 AP for C & I, .561 VILS Coach, .35 ELA Teacher, .02 RSP Teacher, Instructional Supplies	\$257,088

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> ● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> ● Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> ● Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> ● Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

School Plan for Student Achievement (SPSA)

Categorical 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?
\$186,512	.35 Literacy Teacher, 1.0 Student Counselor, .63 Paraeducator (SPED)

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> 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.	Date your school's Parent Involvement Policy was reviewed by your School Site Council
\$1,865.12	Monthly SSC, ELAC & PTO meetings that includes parents, teachers, administrators, students & community stakeholders	2/13/20

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	

School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	x

Title I - CSI (31820) (if applicable)	How do you plan to use these funds?
\$	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Impact & Innovation Awards	Referencing your plan, how do you plan to use these funds?
\$	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

School Plan for Student Achievement (SPSA)

Principal's Innovation Fund	How do you plan to use these funds? (For Middle Schools and PK-8 Schools as applicable)
\$200,000	1.0 Staff (SEL/CC Coordinator & RP Coach) & .70 Staff (Accelerated Literacy Teachers)

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	x
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Equity Grant	Identify Sub-group & specific actions
\$	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

QEIA Carryover	How do you plan to use these funds?
\$	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
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School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • 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?
\$	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

School Plan for Student Achievement (SPSA)

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	1.0	Nurse	.5	Family Liaison	
Wellness Coordinator		CHOW		Elementary Advisor		T10	3.0
IRF		Literacy Coach		Academic Rtl Facilitator		Hard to Staff	
Other		Other		Other		Other	
Additional Information:							

School Plan for Student Achievement (SPSA)

Section 7

Assurances Checklist & SSC Roster/Attestation

Please print these final two pages of your 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:

	<p>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</p>
	<p>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.</p>
	<p>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</p> <ul style="list-style-type: none"> ● English Learner Advisory Committee (ELAC) ● Community Advisory Committee for Special Education Programs ● Other [Parent-Teacher Organization (PTO)]
	<p>The SSC reviewed the content requirements for school plans of programs included in this School 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.</p>
	<p>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.</p> <p>The school held two (2) community meetings prior to the completion of the school site plan:</p> <ol style="list-style-type: none"> 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 27, 2020.

School Plan for Student Achievement (SPSA)

	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: [April 23, 2020]
	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: [April 23, 2020]

School Plan for Student Achievement (SPSA)

School Site Council Roster and SPSA 2020-2021 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”)

<https://www.sfusd.edu/employees/manage-sites/school-governance/councils-advisory-committees>

Name	Role	Signature
Danielle Anderson	Teacher Member	
Justin Fang	Student Member	
Leo Gingrich	Student Member	
Anke Geobel	Parent Member	
John Kuang	Teacher Member	
Mei Kwan	Staff Member	
Jeremy Lindberg	Teacher Member	
Dominick Sanchez	Student Member	
Jackson Vazquez	Student Member	
Patrick West	Principal	
Shendi Xu	Teacher Member	
Sharon Xiao Ying Xu	Parent Member	