



School Plan for Student Achievement (SPSA)

School Year	2022 - 2023
School Name	Mission High School

County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
38 68478 3834082	03/10/2022	[MM/DD/YYYY]

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 a 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

- Improve academic achievement for focal subgroups (CCSS Math & ELA curriculum, intervention support staff, literacy coaches, bilingual teachers, staff, etc.)
- Ensure African American students receive rigorous, relevant instruction & academic supports (elective classes, culturally responsive PL, AVID program)
- Properly identify & place English learners (effective language pathway access, specialize programs & services, ELD standards Professionals Development)

School Plan for Student Achievement (SPSA)

Access & Equity Subgoals

- Monitor student absences, suspensions, discipline, out of class time & interventions
- Target strategies to address underserved students needs (multi-tiered system of academic, behavioral & community supports, nurses, psychologists, behavior specialists)
- Help students & staff build growth mindsets (learning, academies, AA postsecondary Pathway, support Black Student Unions, financial aid advising)

Accountability

- Actively engage students in leadership opportunities & maintain robust school-to-family communications (translations in multiple languages at school meetings & events)
- District staff & families engage in effective partnerships
- Parents, educators & community partner to monitor & improve African-American student support systems
- Provide appropriate staffing & professional development to support English Learners (meaningful parent/guardian communication, outreach & engagement)

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 leadership team has been meeting regularly to examine our progress in these areas, analyze the impact distance learning has had on our goals and outcomes and prioritize our focal areas for school year '22-23. During whole school PDs, subject matter department meetings, Leadership, department chair and administrative meetings, we looked at various data points to monitor progress of students and reflect on teacher practice and have committed to continue to focus on academic skill building, rigor and community building across differences. Our School Site Council and ELAC have been presented with and helped identify our school's bright spots and areas of concern. All stakeholders are invested in moving our priority areas forward.

School Plan for Student Achievement (SPSA)

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?

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

School Plan for Student Achievement (SPSA)

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?

Fall 2021 Grades Summary
2021-22 Synergy and Google Classroom assignment/grade data
2021-22 Attendance Data (Synergy)
Post-Secondary Enrollment Fall 2021, disaggregated by ethnicity

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

Based on Fall 2021 Grades Summary which we disaggregated by subject, grade level and ethnicity, we found the following:

Data Analysis: African American and Latinx students had a higher D/F rate and lower numbers of A's than did their counterparts of other ethnicities.

Focus: Decrease the D/F rate of our African American students and Latinx students; increase the A rate for our African American and Latinx students

Based on Synergy attendance reports for 2021-22, we found:

Data Analysis: Mission High School's (MHS) overall chronic absenteeism rate has gone up.

Focus: Decrease chronic absenteeism overall; decrease chronic absenteeism for Latinx and African American students

School Plan for Student Achievement (SPSA)

Based on 2021-22 Post-Secondary Enrollment Fall 2021, disaggregated by ethnicity, we found that we had the highest number of African American and Latinx students admitted to UCs:
<https://www.universityofcalifornia.edu/about-us/information-center/admissions-source-school>.

Why are we getting these results?

We believe that we are getting these results for the following reasons:

Foremost, we believe that life circumstances brought about by COVID-19 restrictions continue to have a deleterious effect on student attendance and that the limitations of distance learning, despite our best efforts to compensate with a greater personalized approach, have had a negative impact on student learning as evinced by numbers of assignments turned in and student statements on panels, in surveys and as reported by teachers.

We believe that teacher practice also is at the center of our data. Teachers need professional development, monitoring and ongoing support around student engagement, accessible rigor and giving feedback to student work that inspires student academic growth. Additionally, it is important to identify and support teacher leaders who have demonstrated efficacy. This is supported by the data: often, the same student attends and completes their assignments in some classes and not others as evinced by ongoing grades in Synergy Gradebook and report cards; students report that in some classes they receive the support they need and in others they do not as evinced in Climate Survey responses and student panels. Student attendance, grades and satisfaction varies from teacher to teacher, with those adapting to the circumstances by creating engaging online lessons, offering a great deal of individualized support and staying in regular communication with parents showing the most success.

Additionally, we believe that socio-economic factors outside of school contribute, such as housing, food and money instability.

We believe that our successes in college acceptance for our African American and Latinx students is due to our AVID program which we have continued to expand, but will be able to expand for 2022-23 due to budgetary constraints.

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?

School Plan for Student Achievement (SPSA)

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

Anti-Racist Teaching:

Due to our commitment to anti-racist teaching over the course of more than ten years, we have seen progress in some important areas, namely: growth in college matriculation for African American and Latinx students; greater numbers of African American and Latinx students in advanced courses such as AP Statistics, AP Literature and Composition, AP Spanish, and college-credit dual enrollment courses such as Ethnic Studies Honors; numbers of African American and Latinx students enrolled in Career Education (CE) pathway classes and the addition of staff that more closely matches the demographics of the students.

As we continue our anti-racist teaching work at MHS, it is clear from our grade disaggregation that African American and Latinx students are still under-achieving at MHS. We believe that if we have the expectation of and support teachers to improve their teaching practice in terms of researched, efficacious African American and Latinx pedagogy, we will see an increase in student achievement as measured by grades. Chief among these teaching strategies are:

1. student engagement
2. accessible rigor
3. relationship/community building

To that effort, we have and will continue to focus on teacher leadership: teachers leading professional development, teachers coaching teachers, teachers opening their classrooms as model classrooms, teachers in decision making roles. Additionally, we will expand our outreach to and inclusion of Latinx and African American parents.

Attendance:

Our data has shown that student attendance rates are affected by a range of factors, meaning that we must continue to take a multi-pronged approach:

- Continue to work with community organizations to identify and provide students and their families with material support
- Continue to monitor and keep accurate attendance records on Synergy
- Continue to inform students of their individual attendance records each grading period
- Continue attendance informational meetings for invited parents of students with chronic absences
- Continue to hold celebration/recognition events for students with good attendance
- Additional of an attendance liaison

Because the pandemic changed so much for our students and their families, we do not know how the current distance learning attendance data will match up to our fall 2021 in person attendance data. Regardless of the potential shifts in student attendance, we will continue to reach out to students and their families around attendance and wellness checks. We will continue to use a team of 10 staff members to case manage students who

School Plan for Student Achievement (SPSA)

Community Building - strengthening school/family relationships:

For years we have had low parent attendance at our PTSA and SSC meetings. Our ELPAC meetings have been better attended, but the attendees are not diverse; they do not mirror our student demographics. And, we have just started to build our AAPAC. This year because of the changes brought about by COVID-19 and distance learning, we have made more of a systematic effort to invite parents to participate and create opportunities for them to do so. We have planned and held town halls; we work with managing members of the PTSA to create agendas and diversify membership; we have actively engaged individually with African American parents to encourage them to join AAPAC; and we have made communications to all bodies more routine and well organized.

Additionally, we have opened additional channels of communication to our families. We started a weekly parent newsletter and worked in conjunction with our PTSA to include items of concern and value to our families. We have actively worked to get more parents signed up for Parentvue. In addition to Wellness Checks, we reach out to families identified by counselors, our Wellness team, and teachers to provide material support. We have made numerous home visits.

We continue to brainstorm ways to reach out to families, seek their input, and meet their expressed needs:

- Continue to build AAPAC, SSC, PTSA, ELAC
- Continue to diversify AAPAC, SSC, PTSA, ELAC
- Continue Wellness checks for families

How will we implement the change?

Our changes to improve academic outcomes for our African American and Latinx students will be implemented through our instructional coaching matrix and whole school PD that centers on anti-racist teaching and teacher reflection based on student outcome data such as grades, attendance and college acceptance.

Our changes to improve attendance will be implemented through our Assistant Principal charged with attendance oversight: data collection, analysis and reflection, student attendance celebrations and interventions. Additionally, we have added an Attendance Liaison assigned case management for students struggling with attendance, and teachers given time during the day (PLCs) to make phone calls home and meet individually with students.

What resources will we need to implement this change?

School Plan for Student Achievement (SPSA)

For our changes in anti-racist teaching, we will devote 70% of our faculty PD time and 100% of our instructional coaching.

For changes in attendance, we will devote one R-11 to student attendance support.

For continued changes in college acceptance for African American and Latinx students, we will maintain our AVID program, continue to partner with CBOs, such as Mission Graduates, and if more funds become available, hire an African American Student and Parent Liaison.

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.

Anti-racist Teaching:

If we focus on anti-racist teaching practices that are shown to be efficacious for African American and Latinx students through school-wide professional development,

and prioritize more support for new and developing teachers

then our teachers will be able to plan and implement lessons that prioritize anti-racist teaching practices, such as student engagement, accessible rigor, and relationship/community building

and then our African American and Latinx students will show improvement in their academic performance in school.

Attendance:

If we implement one-on-one attendance monitoring for students who are absent between 80 and 90 percent of the time,

and we continue attendance informational meetings for invited parents of students with chronic absences and hold celebration/recognition events for students with good attendance

then students, families, and school staff will be more aware of low attendance patterns that negatively impact learning, and can develop strategies to improve attendance

School Plan for Student Achievement (SPSA)

and then we will see students attending school more often.

Community Building

If we focus on communicating regularly with families through weekly newsletter and continuing wellness checks by calling every family in the fall and then again in the spring and charting their needs, concerns and issues and use google forms to track the data,

then we will be able to address the needs of students and families promptly

and then we build a stronger community wherein we will all work together to support students academically, materially and social-emotionally.

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

Anti-racist Teaching:

Implementation:

- Teacher self-reporting how they incorporate anti-racist teaching practices into their curriculum and instruction
- Classroom observations (peers, coaches, administration)
- Deliverables: shifts in anti-racist teaching practices based on analysis of student work that has been disaggregated by race

Impact:

- Decrease in Ds and Fs for African American and Latinx students
- Increase in quality of student work for African American and Latinx students
- Increase in performance on assessment for African American and Latinx students
- Increase in enrollment in AP/Honors courses for African American and Latinx students

Attendance:

Implementation:

- Non-classroom personnel documenting one-on-one meeting with students who have low attendance

Impact:

- Increase in attendance rates for Latinx and African American students
- Increase in semester grades for African American and Latinx students
- Increased engagement and partnership between families and staff

Community Building:

School Plan for Student Achievement (SPSA)

Implementation:

- Administrative team responsible for weekly newsletter, updating parents about school and district news, events and deadlines
- Care team composed of administrators, counselors, Wellness staff and additional staff members (10 in total) responsible for contacting families and charting needs, plan for meeting needs and outcomes
- Deliverables: shift in school-family relationship wherein families feel invited, respected and honored

Impact:

- Increase in family participation in Back to School activities, ELAC, AAPAC, SSC and PTSA
- Increase in African American and Latinx family participation in school parent bodies
- Increased collaboration between parents and teachers

Measurable Goal

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

[Anti-racist Teaching:

The D/F rate for African American and Latinx students as measured by semester grades will decrease by at least 15% by the end of the 2022-23 school year as compared to Fall 2021.

Attendance:

The attendance rate for Latinx and African American students will increase by at least 15% by the end of the 2022-23 school year as compared to the 2021-22 school year.

Community Building

The participation of parents in parent bodies will increase by 20% as compared to the 2021-22 school year. The participation of African American and Latinx parents in parent bodies will increase by 10% as compared to the 2021-22 school year.

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?*

For the 2022-23 school year, we will increase the amount of time spent on community building, and

School Plan for Student Achievement (SPSA)

attendance and rearrange the focus of our anti-racist teaching work around the strengths of teacher leaders: model lessons, model curriculum and instruction, model teacher affect, and model teacher to family communication. No additional money will need to be allocated; instead, we will prioritize tasks.

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 *What are we trying to improve?*

Goal 1: Grades

Goal 2: Attendance

Goal 3: Community Building

- 1) The D/F rate of our African American students and Latinx students will decrease by at least 15% by the end of the 2022-23 school year.
- 2) African American and Latinx students at Mission HS will increase their attendance rates by at least 10% and take appropriate steps towards meeting these standards.
- 3) Parent involvement will increase by 20% overall and by 10% for African American and Latinx parents.

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

- 1) After reviewing the Fall 2021 Grade, our African American students and Latinx students are still receiving much higher rates of D/F than any other student groups.
- 2) Mission HS still struggles to improve student absenteeism. From August 2021 to March 2022, 43% of all MHS students attended less than 90% of their classes. The numbers were higher for African American students -- 71%. Chronic Absenteeism, and the absenteeism of African American students remains a top priority for high schools as we work together to keep our students at school.

School Plan for Student Achievement (SPSA)

- 3) This year we saw an increase in parent participation in the following MHS parent bodies: PTSA, and SSC (ELAC retained its numbers from the previous school year). We attribute this to online meetings being easier to attend than in person meetings and the momentum of participation gained during distance learning. Also, our PTSA was even more active than usual the prior year, and a consistent PTSA leadership body was formed. The increased participation of parents strengthened our decision making. Although there was an increase in parent participation, overall participation still hovered around 9%, and African American parent participation did not improve. We have a vision for the ways in which a growth in parent participation in school decision making can strengthen our ability to meet the needs of all of our students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2021 Grades	44% of our African American students (69 students) received at least one D or F. 25% of our Latinx students (156 students) received at least a D or an F as compared to 8% of our Asian students and 10% of our white students.	At least a 15% decrease in Ds and Fs when compared to 2021 Fall Semester Grades.
Synergy Grade Report March 2022	From August 2021-March 2022, percent of students attending less than 90% of their classes (missing at least two classes per week): Whole School: 43% Newcomer Students: 46% Students with IEPs: 45% Latino Students: 45% African American Students: 71%	A decrease by at least 5% overall and 10% for African American students for students attending 90% or less.
Parent attendance in ELAC, PTSA, AAPAC, PTSA and SSC	Approximately 9% of our families attend school parental bodies: ELAC, PTSA, AAPAC, PTSA. Fewer African American parents attend.	At least an increase of 20% in overall parent attendance in ELAC, PTSA, AAPAC, PTSA and SSC, and a 10% increase for African American parents in particular.

School Plan for Student Achievement (SPSA)

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)

- 1) African American students and Latinx students
- 2) Latinx students, English Learner students, Asian students, Socioeconomically Disadvantaged students, and Homeless students.
- 3) All students

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

- 1) In order to see an increase in our Latinx and African American students' achievement, teachers must improve their teaching practice by actively implementing student engagement strategies, providing accessible rigor, and building relationship/community in the classroom. We will continue to focus on teacher leadership by supporting them to lead professional development, and offering instructional coaching for our newer teachers.
- 2) Counselors and administrators will meet monthly and identify students who are absent between 80-90% of the time. While doing so, we can identify a small caseload each marking period and conduct attendance meetings for students and parents with chronic absences. After each 6 week cycle, we will reassess those students and hold celebratory events for families with improved attendance.
- 3) In order to see an increase in parent involvement we will reach out to families regularly and respond to their requests; we will communicate with families regularly and enlist the support of the managing body of the PTSA to support us in building parent/family participation.

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

School Plan for Student Achievement (SPSA)

[\$3000] Funds for rewards for students receiving recognition for good attendance	[00000 - unrestricted]
[\$10000] 10 extended hours for each member of 20 members of Leadership for ongoing data analysis and plan modification - Anti-racist Teaching	[00000 - unrestricted]
[Add Amount here]	[Add source here]

Section 5

Annual Review

SPSA Year Reviewed: 2021-2022

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.

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.

Learner populations.

Due to the impact of more than a year of COVID-19 restrictions and distance learning instructions, our modifications centered around teacher PD for student engagement upon reentry to in-person learning, tracking down students for whom it was difficult to obtain information during remote learning, recalibrating grading expectations and keeping the school safe in terms of COVID-19, increased gang activity, increased evidence of weapons on campus, and increased student to student conflict.

Our targeted goals and their overall effectiveness from 2021-22 are as follows:

African-American Students: Through our Anti-Racist Teaching Pedagogy build teacher efficacy and skill via

School Plan for Student Achievement (SPSA)

opening week and ongoing PD, instructional coaching around anti-racist teaching practices, and ensure that when looking at data we always put AA student data front and center.

- Effectiveness: In our opening week long PD and ongoing monthly PDs, we have clarified and defined Anti-Racist teaching at a pedagogical and implementation level using administrator and teacher led examples. At the end of each marking period, the administrative team has disaggregated each department's grade data by ethnicity to compare and contrast the achievement of our African-American, Latinx and White populations. With that data, department heads and teachers have used PD time to reflect on their practice using guiding questions to create actionable steps to implement in their classroom. When disaggregating and showing data, we intentionally show AA data first.
- Areas to grow in: Despite these efforts, there is still a wide grade achievement gap between our African American students and their white classmates.

English Learners: As above, plus PLC's focused on EL students through the path from NX to mainstream, and continued building on our Writing is thinking Work that we have begun with SFUSD support.

- Effectiveness: We have a newcomer program team that meets once a month along with a teacher lead WIT focus group. Newcomer to mainstream coordination is led by one of our Newcomer teachers in conjunction with our Newcomer counselor. Students that have moved to mainstream are tracked to ensure they succeed through and past the transition.
- Areas to grow in: **Our newcomer program was meeting with fidelity in the first few months of school, but around December that began to waiver as the school year went on. In regards to our Newcomer CPT (common planning time) most of our Newcomer teachers are able to and do regularly meet, however, due to scheduling, there are a handful of teachers who are not strictly in the NX program that teach ELD courses who are unable to meet during the designated CPT time. As a result, it is challenging for those teachers to collaborate with the NX department**

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.**

There were no major differences between the intended implementation and the budget expenditures.

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.

School Plan for Student Achievement (SPSA)

No additional changes will be made to this goal, our annual outcome, metrics or strategies/activities.

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)	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

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.

Federal Programs	Allocation
[List federal program here]	\$ [Enter amount here]

School Plan for Student Achievement (SPSA)

[List federal program here]	\$ [Enter amount here]
[List federal program here]	\$ [Enter amount here]

Subtotal of additional **federal funds** included for this school: \$ [Enter federal funds subtotal here]

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
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$7,304,132

School Plan for Student Achievement (SPSA)

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
	\$22,457
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)	X
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
How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?	
	\$313,265
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)	
Professional Capacity (LCAP Priorities: Basic)	X

School Plan for Student Achievement (SPSA)

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 How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?	Allocation
	\$197,701

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)	
Professional Capacity (LCAP Priorities: Basic)	X
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 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
	\$252,567

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)	
Professional Capacity (LCAP Priorities: Basic)	X
Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)	

School Plan for Student Achievement (SPSA)

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

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
	\$

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
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)	

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?
\$	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
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.	Date your school's Parent Involvement Policy was reviewed by your School Site Council
\$		
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)		
Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)		
Professional Capacity (LCAP Priorities: Basic)		

School Plan for Student Achievement (SPSA)

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

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)	
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)	

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)	
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)	

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)
\$	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
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
\$	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
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)	

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)	

School Plan for Student Achievement (SPSA)

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?
\$	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
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)	

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	1.0	Social Worker		Nurse	1.0	Family Liaison	
Wellness Coordinator	1.0	CHOW	1.0	Elementary Advisor		T10	
IRF	1.0	Literacy Coach		Academic Rtl Facilitator		Hard to Staff	
CTE	1.8	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:

X	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
X	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.
X	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 here]
X	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.
X	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 the plan upon its completion before March 25, 2022

School Plan for Student Achievement (SPSA)

X	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: March 10, 2022
	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.
X	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.
X	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
X	This school plan was adopted by the SSC on: March 10, 2022

School Plan for Student Achievement (SPSA)

School Site Council Roster and SPSA 2022-2023 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
Pirette McKamey	Principal	electronic email signature
Catherine Reyes	Teacher	electronic email signature
Mark D'Acquisto	Teacher	electronic email signature
Tadd Scott	Teacher	electronic email signature
Irene Rohrs	Teacher	electronic email signature
Matthew McDonell	Parent	electronic email signature
Osvaldo Carvajal	Parent	electronic email signature

Kate Haverty	Student	electronic email signature
Brandon Sorongon	Student	electronic email signature
Jada Melton-Dreher	Student	electronic email signature
Michael Elias	Community Member	electronic email signature
April Harrison-Smith	Classified	electronic email signature