2017-2018 Balanced Score Card:  
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>McCoppin, Frank Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Bennett E Lee</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Frank McCoppin Elementary is an elementary school located in San Francisco’s Inner Richmond neighborhood. We are within two blocks of Golden Gate Park. Along with neighborhood families, we have educated students from all across the city. Frank McCoppin Elementary School has a culturally diverse student body, with many English Language Learners. Our vision is to provide an education to all students in which they will have problem solving skills utilizing life-long learning strategies. We will have them prepared to use the tools of the 21st Century for personal and vocational success in every stage of life. They will be responsible, productive and caring individuals in our society. We currently enroll around 220 students in Ten K-5 general education classrooms and One Special Ed Pre K classroom. In 2014, we received a substantial two-year grant from the W.K. Kellogg Foundation which directly funded our literacy program with new technology and a literacy coach for teacher professional development. We were able to have our literacy coach aboard full time to implement the Comprehensive Approach to Literacy, which our school district is envisioning as the norm for all schools in SFUSD. With the foundation of this approach, McCoppin students became enthusiastic learners and critical thinkers who express themselves through deep discussions. They extend their thinking and demonstrate their understanding through writing (Reader’s and Writer’s Notebooks). The staff at McCoppin has completely implemented the Comprehensive Approach to Literacy into their curriculum. We continue to analyze and reflect on the effectiveness of our teachings with focus on Writing Workshop through continued support of a Literacy Coach. Currently, some areas of challenge include meeting the needs of our SPED students, our ELL students and support in the areas of writing for assessments. We will be setting goals for these challenges and addressing strategies to support improvement. Also, the bond measure for school improvement is at its finishing stages at McCoppin School. Since the summer of 2017, our school has been completely remodeled and updated. The final stages will include a New Mural for the East Wall and the greening of our school.
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- SFUSD's 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and make changes where necessary.

Transform Learning. Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

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

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

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

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/ Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster*, Signatures, Bylaws & Agendas**
   - SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
   - SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**
   - SSC Bylaws
   - SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

3. **Budget**
   - Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIQ, Title I) and any centrally-managed FTE or resource allocations will support
   - All 2017-2018 Title I funds should be accounted for in the BSC

4. **Title I Parent Involvement Policy**
   - All Title I schools have an SSC-approved *Parent Involvement Policy* (PIP) and *Home-School Compact* in their upload package
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [https://district.sfusd.edu/dept/roa/aa/aa/DataDisk/Default.aspx](https://district.sfusd.edu/dept/roa/aa/aa/DataDisk/Default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. "##_Mid-year_Summary_2016-17"
2. "##_EnglishLearnerReport2016-17"
3. "##_Core_SQLI_Reports_for_15-16"

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report.
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only).
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only).
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper.
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional).
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average.
- **NC College Data (high school only)** provides college attendance trends for high school graduates.

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

Contents

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

Contents

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric.
- Powerpoint related to the new “growth” measure.

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data.
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Our target is for all students to show improvements throughout 2016-18 with specific focus on raising the writing scores and maintaining high levels in SBAC. We will focus on supporting our focal groups with the expectations that each student will show gains in their SBAC scores, F and P scores, and IAB scores.</td>
<td>Ensure classroom environment is set up to support a comprehensive approach to literacy. Sustaining rigorous implementation of a Comprehensive Approach to Literacy • Meeting the needs of our struggling readers through guided reading • Teaching our readers and writers to think critically (within, beyond and about the text) and express and expand their thinking during reading and writing workshop • Introducing new genres to students so that they can learn to write in those genres, but ultimately establish a repertoire of genres from which they can chose throughout their lives. • Provide rich opportunities to hear written language read aloud (Interactive Read Aloud) and to talk about concepts and ideas before they are expected to write about them. This is done through shared reading, interactive writing, and mini lessons. • Teachers support reading through small group instruction (Guided Reading) which enables students to read more challenging text with effective processing, thus expanding their reading powers. Units of Study were added to the curriculum as we supplement our Writing Workshop support. ILT teams will focus on reviewing Student work to drive instruction. Literacy Coach will be providing PD and working individually with teachers to expand their knowledge and technique of Balance Literacy.</td>
</tr>
</tbody>
</table>

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?
### Analysis of Results for Language Arts Intervention

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goal is to raise our EL scores to be more closely aligned with the general population</td>
<td>Strategic Groups need to be identified and grouped daily with teachers for support. Identified students and at-risk students will be supported in pull-out and/or push-in by our RSP. We will implement EL and practices across curriculum and provide more opportunities for students to articulate their thinking orally prior to transferring their thoughts into writing.</td>
</tr>
</tbody>
</table>

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQIII?

### Analysis of Results for Language Arts Focal Group

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our goal is to raise their ELA scores by 4% with focus on writing.</td>
<td>Provide STRONGER support for our ELL students with RTIF support and AT Risk support from RSP. The RSP teacher will work with identified students and strategically plan with classroom teachers while monitoring and adjusting goals as needed.</td>
</tr>
</tbody>
</table>

### Mathematics Core Curriculum

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

### Analysis of Results Mathematics—All Students

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

**PERFORMANCE AND TREND:** For SBAC Math in 2016-17: Schoolwide: 58.3% of students met/exceeded standards, and the 3-year trend has been mixed. AA: Not enough students in the group to report. EL: 52.9% of students met/exceeded standards, and the 3-year trend has been mixed. **ACHIEVEMENT GAP:** Difference between the highest-performing racial group (HPRG) and the lowest-performing racial group (LPRG) for 2016-17: HPRG: Asian; performance: 74.2% and change: -3.4% LPRG: N/A DISTRICT COMPARISON: In 2016-17, school-wide performance is 6.7% points above the district average. The 3-year trend has been 13.7% points above the district.

Based on the analysis, Mc Coppin students scored above district and state standards. Our goal is to raise the IAB Math Task scores to the level of the computation part of the math test. **Language is more prominent in the Math Task section of the test. To scaffold this, all classrooms will continue to use Math Talk and Three Read Protocols in the classrooms. These math practices foster reasoning and reading comprehension skills. The instruction will follow and align with the district provided binders. We are also continuing to use iPads to support math practices. We will also incorporate guided math groups and guided strategic groups to meet the needs of each individual student based on their math areas of need.**

### Academic Tier Two—What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic Rti Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

### Analysis of Results for Mathematics Intervention

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the analysis, our Asian ELL students not showing gains in Math</td>
<td>Reading assessment directions is difficult for our EL students. Teachers will spend more time teaching math academic vocabulary and direction words for our EL learners. Math Talk and Three Read Protocols will be used with fidelity with our EL students. Also, will provide guided and strategic strategies to address needs.</td>
</tr>
</tbody>
</table>
**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our ELL students trends has been mixed in the last 3 years.</td>
<td>Based on the analysis, although we are above district standards, Our ELL students are not showing gains. Our goal is to show continuous growth</td>
<td>Identifying students and grouping them by instructional levels per class and implementing strategy groups while other students are working independently. RSP staff will collaborate closely with classroom teachers in providing modified lessons, simplified vocabularies, and scaffolding of lessons to ensure growth with our at-risk focal ELL students</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEIs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WAS Ch.2</td>
<td>McCoppin EL students who are progressing with their language acquisition are showing academic progress both in ELA and in Math computation. However, the language component is hindering their ability to demonstrate their math skills.</td>
<td>Though PD provided by the district until the end of Calendar Year 2017</td>
</tr>
<tr>
<td>EL: 54.9% of students met/exceeded standards, and the 3-year trend has been mixed (with a slight dip this past year)</td>
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</tbody>
</table>

**Other Subject Areas (Secondary Schools, optional for Elementary)**

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WAS Ch.2</td>
<td></td>
<td>WAS Ch.5</td>
</tr>
</tbody>
</table>

**College and Career Readiness**

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators**: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators**: AVID, High School Readiness, College visits, college and career plans

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCoppin has implemented a Literacy Approach along with Technology support to ensure readiness for the 21st century. We are a strong performing school with academic rigor and we will ensure that our students can meet the academic challenges in their future. At McCoppin, we have a large participation rate in the K2C program. Our families are planning ahead for financial support for their child’s college funds.</td>
<td>Our goal is to continue to expand opportunities to engage our students to career pathways, bicultural experiences as well as to the different ways in which we can make positive contribution as a global citizen of this world.</td>
<td>Our goal for school years 2016-2018: We need to work harder to educate our parents about the importance of social and emotional domain of their child’s learning. We need to do this through engaging families (SLP support) as well as inviting them to school-wide activities that may or may not involve academics.</td>
</tr>
</tbody>
</table>
Elementary Schools

What is your plan for promoting college and career readiness?

For 2017 - 2018, our LPS (social worker) will identify families through data and support them and focus on the improving home environment and expectations that align with school expectations. Parents will be informed of the K2C opportunity during back to school nights. We will implement a Career Day for each classroom to schedule visitors.

Strategies in Action: Schools

In Transform Learning, Transform Lives, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?

McCoppin Staff will participate in the district sponsored PDs as well as assigning a Literacy Coach to continue support during grade level planning as well as provide overall additional professional development opportunities to continue to align our focus on Balanced Literacy as well as other subject areas.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level meetings will focus on reviewing student writing in both Reading and Writing Workshop. I/LT will meet to monitor and discuss benchmark progress along with walk throughs to identify trends. School-wide professional development will focus on writing. Necessary resources will be purchased to support this focus. A .5 Support teacher / Family Liaison will work with focal students in improving their reading comprehension, writing and other skills.</td>
<td>WSF funds will be used for curriculum materials. Categorical funds will be used to support the .5 FTE support positions. Substitute funds from WSF and Categorical funds will be utilized for peer observations and/or attendance at conferences or visits to other schools. All carryover funds from grant will be used to support the Literacy approach</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>SPED students who did not meet benchmarks in SBAC scores.</td>
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</tbody>
</table>
Our students with disabilities did not perform as well as our general populations. Currently, most of our students are meeting their IEP goals. Some of our students are doing modified work and in some cases below their grade level work. However, when it comes to standards based assessment, these same students are tested using grade level assessments. This misalignment of expectations resulted in test data that do not truly reflect our SPED population's achievement and growth.

Our mission at McCoppin with our SPED students is to help them meet their IEP goals. Our RSP teacher will have a clear schedule which cover all minutes required by individual IEPs as well as time to support at-risk students. Focal students will continue to be integrated into general education classes supported by the Inclusion staff and other service providers identified in their IEP.

### Student Engagement/Attendance
- **SOIL data indicates support is needed in attendance.**
- **Families who need support along with just stronger communication from the school to all families**
- **Use allocated funds for a .5 Family Liaison / Support Teacher to provide family/home support. This will also INCREASE clear and transparent communications (with translations) between school and home.**

### School Climate
- **Overall, our school has a very positive learning environment. Per our staff observations, there are negative behavior undertones (negative peer pressure, awareness of differences, etc.) which need to be addressed.**
- **We need to address the equity of learning and positive interactions between all our students.**
- **Stepping up our proactive community building events. Continue running a strong student council. Have our Social Worker work on building a positive culture that includes all students without discrimination.**

### Parent-School Communities Ties
Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with **SFUSD’s Family Engagement Standards**

**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know…)

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to a large percent of EL students/families that speak Cantonese, we need to make an extra effort in translating our communications with our families. We have been lacking in engaging this population of students/families by their limited participation in school wide activities. Overall, the communication from the school to all families need to be more consistent and transparent.</td>
<td>If our families need to understand the importance of school functions both in academics and in planning. Communication needs to be a major focus from our school for our families.</td>
<td>More opportunities need to be set to engage our families. Using WSF to have a family liaison at our site would be an option to strongly consider. Our LSP will be providing more family check-ins on our focal students identified with SSTs.</td>
</tr>
</tbody>
</table>
SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $400

These funds will be budgeted to support our RSP Resource, Speech Resource and our SPED PreK class (Instructional materials and supplies).

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

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091
Allocation = $37,157

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

Salaries and Materials Position 5232 Job Code #828 (Academic Response to Intervention) 0.025% = $2,373.00 (Salary $1,703 + Benefits: $670 Position - Literacy Coach Job Code # 9627 0.400% - $37,971 (Salary: $27,252 + Benefits $10,719) Total of $40,344 Balance $1,133 (for Instructional Supplies) ART1 and Literacy Coach will support English Learners by building teacher capacity around strengthening instruction. Instructional practices of focus will include collaborative talk tasks, academic language tools, and scaffolding for CELDT proficiency levels.

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

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation = $0

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

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $30,000

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

Salaries and Instructional supplies.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940
Allocation = $39,312

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

Salaries and Instructional supplies.

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>$48,081 (31500)</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

Title One funds are mainly earmarked for Salaries and Instructional supplies. These funds will also be utilized for providing substitutes for PD, extended hours and teacher planning (including site visits). For Parent outreach, these funds will be used to support activities for families as needed (books, food etc). McCoppin will implement the strategies defined in the PIP (Parent Involvement Policy)

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

1% Title I Parent Set Aside = $480

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

Use for Parent/School communication and events 31500 (Title 1 Schoolwide Programs - SWP) 1% $429.62 - Supplies (4313) McCoppin will implement the strategies defined in the PIP (Parent Involvement Policy)

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

Select the Bryk Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant = (as applicable 16-17)

Identify Sub-group & specific actions

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

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

How do you plan to use these funds to support your school-wide actions?

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td>.4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
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<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
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</thead>
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<td></td>
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</tbody>
</table>

### Two to three high leverage strategies that will be accomplished:

Support identified Students and Families with Socio-Emotional support  
Support a school environment with the Restorative model  
Support consistent communication with families (including translations to all information going home - Cantonese)  
Push-in and Pull-out socio-emotional and academic support for identified at-risk and focal students
SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - [ ] English Learner Advisory Committee (ELAC)
  - [ ] Community Advisory Committee for Special Education Programs
  - [ ] Other (list)

- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.

- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/27/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 9/27/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett Lee</td>
<td>Principal</td>
<td>Signed</td>
</tr>
<tr>
<td>Julie Novitski</td>
<td>Teacher</td>
<td>Signed</td>
</tr>
<tr>
<td>Jenette To</td>
<td>Teacher</td>
<td>Signed</td>
</tr>
<tr>
<td>Kit May Chiu</td>
<td>Teacher</td>
<td>Signed</td>
</tr>
<tr>
<td>Dolla Wong</td>
<td>Administrative Assistant</td>
<td>Signed</td>
</tr>
<tr>
<td>Jenny Lam</td>
<td>Parent (SSC Chair)</td>
<td>Signed</td>
</tr>
<tr>
<td>Daniel Woo</td>
<td>Community Rep (former Parent)</td>
<td>Signed</td>
</tr>
<tr>
<td>David Morris</td>
<td>Parent</td>
<td>Reviewed via Email</td>
</tr>
<tr>
<td>Thomas Chu</td>
<td>Parent</td>
<td>Reviewed via Email</td>
</tr>
<tr>
<td>Xiu Zhu</td>
<td>Parent</td>
<td>Signed</td>
</tr>
</tbody>
</table>