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 lifelong 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. Currently, we enroll around 210 students in 10 K-5 general education classrooms. For the past two years, we received a substantial grant from W.K. Kellogg Foundation which directly funded our literacy program with new technology and teacher professional development. We were able to have a literacy coach aboard to implement the Comprehensive Approach to Literacy, which our school district is envisioning it as the norm for all schools in SFUSD. With the foundation of this approach, McCoppin students are 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 implemented a Comprehensive Approach to Literacy. They continue to analyze and reflect on the effectiveness of their teachings. 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. We will be starting the bond measure for school improvement. Starting the summer of 2016, our school will be remodeled and updated.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD's 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget 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 Scorecard (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

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 2015-2016 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 Scorecard 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 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 Scorecard (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 25, 2016.
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 2016 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, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
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 [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A’s and % D&F’s for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

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 Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- 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)

<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.</td>
<td>Our target is for all students to show improvement in 2016-17 with specific focus on raising the writing scores. We would like to score above 58% in overall SQII. We will focus on supporting our focal group 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>

McCoppin scored a 10/10 in our School Quality Improvement Index (SQII) McCoppin students scored at 58% meeting standards in the 2014-15 SBAC results. This score is higher than district and State scores. Our EL population scored at 45% proficient in ELA and our Low Socio-Economic population scores at 54% proficient in ELA . Current IAB-ELA indicates 84.3% school wide proficiency in ELA. Windows 2 for F &P is showing a schoolwide score of 82% proficient in ELA. Writing Task is at 25.5% proficient school wide .
### 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?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</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>Students who are EL are performing below (70.3%) the general education population (84.3%).</td>
<td>Our goal is to raise our EL scores by more closely aligned with the general population.</td>
<td>Strategic Groups need to be identified and grouped daily with teachers for support. Identified students will be supported in pull out and/or push in by our RTIF. We will implement ELD 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>

### Analysis of Results for Language Arts-Focal Group

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 SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-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>There are 17 Students who are identified as low performing in the ELA-SBAC. Focal groups include AA and HI students</td>
<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>

### Analysis of Results for 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. Based on the analysis, what are your targets/performance goals? What instructional shifts will be required to achieve these goals?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-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>McCoppin students scored 78.3% in meeting the Math standards in the 2015-16 SBAC. Current IAB in Math-shows 78.8% meeting/exceeding standards. In Math Task, students scored 55.9% meeting/exceeding standards</td>
<td>Based on the analysis, McCoppin 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.</td>
<td>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 Protocol 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.</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?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</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>66.7% of our EL students scored in the meeting/exceeding level in the SBAC-Math. This is in comparison to the overall score of 78.8% in math.</td>
<td>Based on the analysis, our EL students are behind in Math as compared to the rest of the school.</td>
<td>Reading assessment directions is difficult for our EL students. Teachers will spend more time teaching math academic vocabulary and directional words for our EL learners. Math Talk and Three Read Protocols will be used with fidelity with our EL students.</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>
</table>
Our SPED students scored 33.3% in the Math component in the SBAC. Based on the analysis, we are not meeting the needs of math for our SPED students. Our goal is to show growth throughout the next school year.

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 our SPED students continue to have full access to the math common core.

**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, LTEls, 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. (WASC 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. Our re-designation rate is at 62% which is below the district’s average. This is giving us a 7 out of 10 in our SQII Index.</td>
<td>We will need intervention and support in this area. Our LSP will support the emotional and social needs of these students along with their families. Positions are posted for RTIF and Family Liaison.</td>
</tr>
</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. (WASC Ch.2)</td>
<td></td>
<td>(WASC 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. (WASC Ch.2)</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>A goal for school year 2016-2017: 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 parent workshops (LSP support) as well as engaging them in school wide activities that may or may not involve academics. We need to start a Career Day (visitors) in all classrooms.</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?
For 2016 - 2017, our LSP (social worker) will start conducting workshops on parenting skills that focus on the home environment and set of 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 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. ILT 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 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 (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education 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

<p>| Reflecting on and improving a Student-Centered Learning Climate |</p>
<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>SPED students who did not meet benchmarks in SBAC scores.</td>
<td></td>
</tr>
</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. Stronger support and monitoring meaningful minutes need to be in place. We will continue to help our students develop skills that show growth in their identified areas. They will continue to be integrated into general education classes supported by the Inclusion staff and other service providers identified in their IEP.

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
<th>SQII data indicates support is needed in attendance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families who need support along with just stronger communication from the school to all families</td>
<td></td>
</tr>
</tbody>
</table>

Use WSF and Budget funds for a .5 Family Liaison to provide family/home support. This will also INCREASE clear and transparent communications with school and home.

<table>
<thead>
<tr>
<th>School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>We need to address the equity of learning and positive interactions between all our students.</td>
</tr>
</tbody>
</table>

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>Who you are reaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…).</td>
<td>All 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>

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.

Families who need support along with just stronger communication from the school to all families

Use WSF and Budget funds for a .5 Family Liaison to provide family/home support. This will also INCREASE clear and transparent communications with school and home.
**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 = 1,400**

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 = 41,477**

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 #829 (Academic Response to Intervention) 0.025% = $2,373.00 (Salary $1,703 + Benefits: $670)
Position - Literacy Coach Job Code # 0827 0.4000% = $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 = 35,000**

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 TIIG 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>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>46,618</td>
</tr>
<tr>
<td></td>
<td>31500</td>
</tr>
</tbody>
</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).

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: 429

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)

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 3/22/2016

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)

### QEIA Carryover

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

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

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>♦ Professional Capacity (LCAP Priorities: Basic)</td>
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<tr>
<td>♦ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>♦ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
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>Support</th>
<th>Social Worker</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td>Social Worker</td>
<td>Nurse:</td>
<td>Family Liaison:</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:
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 25, 2016.
- 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: 3/21/2016
- 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: 3/25/2016
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett Lee</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Julie Novitski</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Stephanie Li</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kit May Chiu</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dolla Wong</td>
<td>Staff / Administrative Asst</td>
<td></td>
</tr>
<tr>
<td>Jenny Lam</td>
<td>Parent / SSC Chair</td>
<td></td>
</tr>
<tr>
<td>Daniel Woo</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>David Morris</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Thomas Chu</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Xiau Zhu</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>