McKinley's vision is to inspire and equip students to take on the challenges of their generation. Our mission is to create an inclusive and joyful learning community that supports all students to realize their growing potential. At McKinley we build an inclusive community that values equity, diversity and compassion. We empower self-discovery by embracing cultural identity and individuality. We celebrate life-long learning that fosters perseverance, critical thinking and intellectual curiosity. We encourage creativity through collaborative and individual expression.

McKinley, located in the heart of the Castro, is a small school serving a diverse group of children from many areas of the city with an increasing number of students from the greater surrounding neighborhoods. McKinley Elementary School is comprised of children from various demographic backgrounds and we proudly have over ten different languages spoken by the families and staff of McKinley Elementary School. Our current demographic data, we are 55% Caucasian, 16% Latino, 9% Two or more races, 9% Black, 6% Asian. McKinley has an involved parent community and talented, experienced teachers who collaborate and maintain high expectations for all students.

Areas of Success and Strength: McKinley implemented Reading and Writing workshop school wide. Most classroom environments provide rich opportunities for students to engage in meaningful, standards based Literacy instruction. Students read and write in a variety of genres throughout the year. The McKinley staff has collaborated with the math department and focused on improving instruction. The McKinley staff values collaboration and professional development. The McKinley community values inclusive practices and creating a school environment that nurtures all students interests and development.

Areas of Challenge: • Continued achievement gaps within our sub groups. • Inconsistency of implementation of readers and writers workshop. • the social emotional regulation of students. • Continued need to develop a positive school climate for all students by implementing restorative practices and positive behavior systems.

• Decrease chronic absenteeism among our African American and Special education student populations

Key Strategies: • Dedicated common planning time for teachers to analyze student work in order to plan targeted instruction for students who need acceleration and identify students who need Tier 2 interventions in reading and writing; • Increase school safety, decrease bullying and create a more positive climate by implementing restorative practices, PBIS and Playworks. • Continued collaboration and school alignment in planning and implementing math instruction (SFUSD Core curriculum). • Social Emotional Learning, by the participation in Project Secure, which supports the implementation of Second Step and Bounce Back curriculums.
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 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 makes changes where necessary.

**Transform Learning, Transform Lives** is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 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><strong>The School Data Profile section has been added</strong></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><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></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, TIIG, 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 [link](https://district.sfusd.edu/dept/raa/ao/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.</td>
<td>Based on our current results, our target/performance goals are: * At least 75% of our students will meet or exceed standard in English Language Arts formative and summative assessments. (eg. classwork, IAB, F&amp;P, and SRI, SBAC data)</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

On the 2016-17 SBAC ELA, 71.1% of all McKinley students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, over a 4.1% increase from 67.0% on the 2015-16 SBAC. Spring 2017: According to the McKinley Midyear Data Puzzle for 2016-2017, our results indicate the following: * 77.8% of our K-2 students met or exceeded standard on the Fountas and Pinnell Assessment. * 60.0% of our 3-5 students met or exceeded standard on the Reading Inventory Assessment. (newer online assessment; some not always accurate for some students) 2015-16 SBAC * Over all school score 67.0% of our 3-5 grade students are proficient. An 8 % decrease in overall SBAC. There was a 23% drop in proficiency in the 3rd grade with 54% rate of proficiency. 4th grade 70% of the students are proficient 5th grade 77% of the students are proficient.
• Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research.
• The ELA focus for 2017-18 will be writer’s workshop and will include professional development and teachers will have opportunities to observe each other and collaborate on implementing Writers Workshop. Teachers will implement Readers and Writers workshop with fidelity. Grade level teams will utilize the units of study to plan curriculum aligned with the spirals. Units are revised based on student’s need and analysis of data. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. Classroom teachers will use strategies such as interactive read aloud and writing, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students’ reading comprehension and writing.
• Weekly grade level planning will focus on analysis of data and student work. Teachers will plan mini-lessons and small group instruction based on data analysis and students needs. Class sizes reduction in our upper grades. Focal students will be identified to receive interventions in the classroom with technological support and with small group instructional activities. Students who need additional support will be monitored for progress to make adjustments to any interventions provided.
• Teachers will plan collaboratively to provide culturally relevant lessons to their students to provide more equitable outcomes to the students need additional support.

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>Spring 2017: According to the McKinley Midyear Data Puzzle for 2016-2017, our results indicate the following: • 72.4% of our K-2 Latino students met or exceeded standard on the Fountas and Pinnell Assessment. • 33.3% of our 3-5 Latino students met or exceeded standard on the Reading Inventory Assessment. • 53.8% of our K-2 African American students met or exceeded standard on the Fountas and Pinnell Assessment. • 13.3% of our 3-5 African American met or exceeded standard on the Reading Inventory Assessment.</td>
<td>Spring 2017: • At least 65% of our students (Hispanic, African American, Socio-economically disadvantaged) will meet or exceed standard based on English Language Arts formative and summative assessments. (eg. classwork, IAB, SBAC data)</td>
<td>Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students’ reading growth. School wide class SSTs will be scheduled for September 2017 to help identify needs. Data exists for current students receiving Tier 2 support. Grade level teams in partnership with consultants will continue to monitor students during the school year (prior to parent-teacher conference times). School wide class SST follow-up will be scheduled for April 2018 to plan for student support and align resources for 2018-2019. • Extended hours will be allocated for teachers to provide Tier 2 intervention support for students after school. RSP and Literacy support, considering present levels, will use the Fountas and Pinnell Leveled Literacy Intervention. Mindplay, and Lexia will be used as supplemental support for both Tier 2 &amp; Tier 3 intervention with emphasis on home use and in school use as appropriate.</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 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>
</table>
On the 2016-17 SBAC ELA, 25% of all African American students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, over a 9.33% increase from 16.7% on the 2015-16 SBAC. 19% of our AA students have nearly met standards. 53.8% of our K-2 African American met or exceeded standard on the Fountas and Pinnell Assessment. 13.3% of our 3-5 African American met or exceeded standard on the Reading Inventory Assessment.

2017-18 SBAC • By moving our nearly met students to meeting standards we will have 44% of our AA grade 3-5 students proficient and above. 65% of our K-2 AA students will meet or exceed standards on F&P assessment • 35% of our 3-5 AA students will meet or exceed standards on the RI assessment.

For our African American Students: • We will continue to develop stronger relationships between staff and our African American students and families. • Teachers will plan collaboratively to provide culturally relevant lessons to their students to provide more equitable outcomes to the students need additional support • This year we started an AAPC specifically to engage African American parents. • In collaboration, the classroom teacher, literacy support staff and ASEP, we will determine and provide after school tutoring for those students who would benefit from it. • Teachers will engage in a professional development series that will focus on implicit bias, stereotype threat and engage in courageous conversations about race.

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 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>
<th>WASC Ch 2</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>We have a target goal of 77% of students will Meet Standards on SBAC 2017-18. We have shown signs of improvement on our midyear assessments. Our goal is to be 65% proficient and above in math.</td>
<td>• Staff will continue to implement SFUSD’s Math Units of Study. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Grade level teams will focus on female students who are Nearly Meeting the Standard to analyze what skills and competencies are needed to move them up. • Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students’ math comprehension. • Students will use math journals (w/graph paper) school wide to support written expression in mathematics. Teachers will provide feedback on student work documented in the journals. • We will utilize Reflex Math to help our students build more automatically with their basic math facts. • We will use our collaborative days provided by the math department to plan our professional development for the 2017-2018 school years.</td>
<td></td>
</tr>
</tbody>
</table>

On the 2016-17 McKinley Math 63.4% of all McKinley students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, over a 5.15% increase from 58.3% on the 2015-16 SBAC. 56% of our female students are proficient while 72% of our male students meet standards. 26% of female students are just below Meeting standards. Spring 2017: According to the McKinley Midyear Data Puzzle for 2016-2017, our results indicate the following: 58% scored proficient or above on the SBAC. 60% scored proficient and above on the Math Benchmarks assessments 67% scored proficient or above on the Math Task assessment.

| Analysis of Results for Mathematics-Intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? | |
|-----------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Overall our SPED students scored 18% proficient on the math SBAC and SES scored 25% proficient | Our goal is to increase these two sub groups to 25% SPED and 35% SES | • School wide class SSTs will be scheduled for September 2017 to help identify needs. Data exists for current students receiving Tier 2 support. Grade level teams in partnership with consultants will continue to monitor students during the school year (prior to parent-teacher conference times). School wide class SST follow-up will be scheduled for April 2018 to plan for student support and align resources for 2018-2019. |

**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?

**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>
On the 2016-17 SBAC Math 12.00% of African American students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, over a 12.00% increase from 0% on the 2015-16 SBAC. 31% of AA students Nearly Met the Standards. 2016-2017 0% of our AA students scored proficient on the math SBAC. Clearly we have a racial equity issue that needs to be addressed.

28.5% increase means moving 1/2 of our Nearly Met Standards to Meeting Standards. 15% increase would bring us back to the previous years achievement. Our goal is a 20% increase.

• Focal student work. Analyze data to drive our instruction. Utilize our collaborative days provided by the math department to plan differentiated lessons that are culturally responsive. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Grade level teams will focus on female students who are Nearly Meeting the Standard to analyze what skills and competencies are needed to move them up.

### 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)?

| Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) |
| In a narrative, describe what your analysis of the data says about your school. |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |
| WASC Ch.2 |

Redesignated students increased SBAC ELA proficiency by 20%

We need to continue to improve our ELD instruction

• The ELA team will do a professional development with grade levels to make sure all teachers are aware of the ELD standards and how incorporate more academic language instruction and to provide language support in the classroom. • EL students will be included as focal students to determine specific small strategy grouping. • EL students will continue to work with our literacy specialist.

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

| Analysis of Results - All Students |
| For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. |

It is noted that McKinley values our enrichment programs and feels strongly that the elementary school experience must balance all areas of learning: ELA, Math, Social Studies, Science, Social Skills, Environmental Education, Art, Music, PE, Technology, Field Trips, etc.

| Based on the analysis of the results, what are your targets/performance goals? |
| McKinley will continue to partner with SFartsEd to provide additional art programs. We will be focusing on improving our digital literacy program as well. |

| What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
| WASC Ch.5 |

### College and Career Readiness

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

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

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

| Narrative describing college going culture (using indicators suggested above) |
| What are your targets/goals? |
| What shifts will be required to achieve these goals? |
| WASC Ch.2 |

### Elementary Schools

**What is your plan for promoting college and career readiness?**

McKinley will schedule time for vertical alignment professional development to consider the McKinley Graduate Profile. We will articulate what skills and capacities our students need to be successful in middle school and beyond. We will ensure that staff collectively commit to the work and monitor the shared commitment/agreements.
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 “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?

In 2017-2018, our instructional leadership and culture and climate leadership teams will meet monthly to plan professional development opportunities and grade level collaboration focus aligned with BSC needs. Team leaders will receive a stipend for their leadership work. The instructional leadership team will create a professional development calendar that is differentiated based on the needs of school. Our teacher leaders will work the ILT, Humanities and Math departments to design the professional learning. We will be extending the school day by 10 minutes 4 days a week to allow for one early release day for grade level collaboration. We will add time using Prop A hours facilitate a ROCl cycle of student work from our focal students. We will continue to have our two mandatory faculty meetings a month, but every other month we will have professional development focusing on either writers workshop, second step, math and culturally linguistically responsive teaching.

<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>Weekly grade level meetings. Bi-monthly staff meetings</td>
<td>We are using PTA money and TIIG monies to pay for the curriculum, extended hours, teacher stipends, and outside consultants.</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><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
</tbody>
</table>

Student Engagement/Attendance
Overall our school has a chronic absenteeism rate of 5.6%. Our AA students have a chronic absenteeism rate of 23.3%.

2017-2018 we will continue to strive for an overall chronic absenteeism rate of 2% and decrease our rate for our AA population to 15%.

We streamlined our attendance procedure in 2016-2017, which will give us accurate data. We will continue to utilize our Attendance Monitor/Family Engagement position to build relationships with students and families that have attendance issues.

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Parent-School Communities Ties</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Based on 2015-2016 suspension data, 0% of our student population was suspended. • 84% students, 85% Staff, 94% parents report a strong sense of belonging • 72% students, 85% staff 95% parents feel the school is safe</td>
<td>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.</td>
</tr>
<tr>
<td>Overall McKinley has a positive school climate, we need to increase the % of students who feel safe at school.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Parent-School-Community Engagement**

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</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>We would like more AA, Latino, SES families to feel comfortable participating in our school activities. We would like to make sure we promote equity of voice and equity of participation. We want parents to know we value their time and their talents, as well as their financial contributions.</td>
<td>We will strengthen our ELAC and AAPAC parent groups next year. Our Mosaic parent group will also be offering parent workshops with SFCESS</td>
</tr>
</tbody>
</table>

McKinley ES has a very active parent base who raise funds to support the school program throughout the school year. The parents host grade level play dates, DogFest, weekly Coffee Klatches, and many more activities to promote a positive parental presence at our school. There is a disconnect between families who participate and a lot of this is attributed to the large budget the PTA is able to raise annually to support the school. Although we have the Mosaic Committee to address our concerns around diversity that are present in our parent involvement issues, we are still working on how we are going to address our concerns and issue to promote more inclusive parental involvement.
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

We will be purchasing the consumables for the WJ4 and providing our Speech Therapist with a social skills building curriculum to support her students with their speech development in social settings.

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 = $11,999

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

We are allocating this funding toward extended hours for a current credentialed teacher at McKinley to provide supports for English Learners. Duties will include creation of supplemental ELD materials, coaching around collaborative talk tasks, 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 = 

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 = 

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?

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 (TIIB) 07940
Allocation = $43,280

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

The Targeted Instruction Improvement Grant this year will be spend on providing teachers with collaboration days on site and professional development. We have set aside money to bring expertise to our site, but also support teachers in collaborative planning during extended hours.

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><strong>Title I</strong> = (31500)</th>
</tr>
</thead>
</table>

**How do you plan to use these funds?**

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

1% Title I Parent Set Aside =

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

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

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

**Impact & Innovation Awards =**

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

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

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

**How do you plan to use these funds?**

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

**Equity Grant = (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?**

At this point of the school year, the PTA supplement to the site budget is not solidified. The PTA has agreed to pay $165,000 for our staffing short fall. This amount allows us to hire a class size reduction teacher and a literacy/math intervention teacher. After our school’s annual fundraiser, DogFest and the May community meeting to vote on the other PTA expenditures, and we will have a complete amount. The amount will be updated in the Fall final of the 2017-2018 Balance ScoreCard.

**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></td>
</tr>
</tbody>
</table>

Wellness Coordinator: CHOW: Elementary Advisor: T10:

IRF: Literacy Coach: Academic RtI Facilitator: Hard To Staff:

Other: Other: Other: Other:

Two to three high leverage strategies that will be accomplished:

The social worker is a member of our Culture and Climate Leadership team, which is tasked with improving our school culture and supporting social emotional development. A high leverage strategy is implementing Second Step Curriculum and Restorative Practices including classroom circles with fidelity school wide. A second strategy is to continue to improve our SAP team, the social worker will be critical to the class SSTs that will take place in the fall.
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:

- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.

- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

- This school plan was adopted by the SSC on: 10/12/2017
### School Site Council Roster and BSC/SPSA 2017-2018 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly Pope</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Naomi Laguana</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>Kim Krogan</td>
<td>Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Cheryl Power</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>Drew Scott</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>John Bymes</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>David Valedez</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Heather Barondess</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>David Lytle</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>Alison Charkins</td>
<td>Teacher</td>
<td></td>
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</tbody>
</table>