2016-2018 Balanced Score Card:  
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>McKinley Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Molly Pope</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Who are we? Located in the heart of the Castro, McKinley is a small school serving a diverse group of children from many areas of the city with an increasing number of students from the 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 54.92% Caucasian, 15.54% Latino, 9.22% Two or more races, 8.55% Black, 6.22% Asian, 3.37% Unknown or declined to state, 1.3% Filipino, and .78% Hawaiian. McKinley’s faculty, staff, families, and school leadership are committed to building a school climate where all children feel safe, welcomed and accepted in their school community. McKinley Kids are encouraged to express themselves and are challenged in their learning. Our philosophy is that every child can achieve and our community takes collective responsibility in achieving this goal. It takes a whole village to raise a child, and in our village, we work on being safe and kind, responsible, and respectful.

We are a dedicated PAX school where we practice Restorative Practices in our approach to conflict resolution. At McKinley, children are taught that conflict can be healthy, but in order for solutions to be achieved, we must move forward with acceptable solutions and agreements. We are a full service community school where each child and community member are highly valued, loved, and respected. McKinley’s highly involved and engaged parent and family community support our students in reaching for the stars. As we move into the 2016-2018 school years we are committed to creating a social justice platform for our students to determine what makes us unique at McKinley ES. The School Site Council and PTA collaborate to offer McKinley students enrichment programming in the arts (partnership with SFArtsEd in visual arts and dance), science (partnership with Mission Science Workshop) and physical activity (Lunch Time Wellness Program). The SSC-PTA partnership has provided a full time 4th grade teacher to reduce class size in the 4th grade. McKinley has a high teacher retention rate and teachers are committed to the children and families they serve. They also are curious, life-long learners who participate in a myriad of professional development opportunities. In particular, teachers are receiving Readers and Writer’s Workshop training through a partnership with Teachers College. Teachers will collaborate in grade level teams on genre instruction through the Common Core with the use of the Readers and Writer’s Workshop Units of Study by Lucy Calkins, and SFUSD’s English language arts spiral units. The staff will be participating in two on site collaboration days to build our teachers collaborative and team teaching techniques across grade levels. McKinley has historically served a diverse community from a cross section of San Francisco. McKinley leadership, teachers and parents are collaborating and garnering resources from the Student, Family and Community Services Department to establish school-specific protocols, policies and systems in maintaining a positive and safe learning environment. We are working on establishing positive behavior intervention systems to develop a sense of urgency around student expectations and adult reactions. As we learn more about response to intervention, and explore our use of restorative practices we are committed to creating a safe and healthy learning environment for all learners who attend McKinley. At McKinley ES we value diversity, difference, and social justice.

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 Score Card (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 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). 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>
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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 25, 2018.
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

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*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-     |
| 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)

**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>Due to our decrease in proficiency our target growth has increased to 10%. Increase ELA school wide proficiency by 3-5% by providing Tiered interventions to our sub groups who are not preforming as well as their classmates</td>
<td>Teachers will implement Readers and Writer's workshop and use guided reading to support students with specific reading strategies at their independent reading level and provide • Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. • Grade level teams will continue to analyze and act upon lessons learned from student work samples. • 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 lesson to their students to provide more equitable outcomes to the students need additional support</td>
</tr>
</tbody>
</table>

2016-2017 Update: We had a decrease of 8% in our ELA proficiency. Spring McKinley students are readers and writers. Our goal is to create lifelong learners and we hope to do with fun and engaging activities that promote critical thinking and metacognitive learning. Overall our students are 74% proficient in English Language Arts according to the SBAC assessment data for grades 3-5. Our F&P scores overall grades K-2 show 91.7% of the students at McKinley meets or exceeds standards.

Due to our decreased scores we have a goal of 25% 3rd grade, 10% 4th grade and 3-5% for 5th grade. Increase ELA school wide proficiency by 3-5% by providing Tiered interventions to our sub groups who are not preforming as well as their classmates
2016-2017 Update

Our SBAC data scores 3rd grade had the biggest drop with a 23% decrease to a rate of 54% of the students scoring proficient or above. Fourth grade decreased by 4% to a proficiency rate of 70%. Fifth grade was the only grade level to increase their performance by 5%. Spring On our SBAC scores third grade is 80% percent, fourth grade is 71%, and fifth grade is 76% proficient in ELA but our sub group data demonstrates the need to provide additional support to our underrepresented students.

Increase ELA proficiency with our AA students by 5-7% by providing consistent interventions that are progressed monitored through focal student work, and grade level collaboration

2016-2017 Update Our AA students decreased by a rate of 12%. Only 16% are proficient Spring AA students were only 28% proficient overall which is a clear equity issue because our AA students were outscored by their classmates.

Increase ELA proficiency with our English Language Learners by providing embedded language support throughout the day and additional support through consistent interventions that progressed monitored by our math and literacy coordinator

2016-2017 Update Our EL students decreased by a rate of 13%. Only 20% are proficient. Spring Our English Language Learners were only 33% proficient on the SBAC in ELA compared to their classmates

Increase ELA proficiency with our socioeconomically disadvantaged youth by providing additional support through consistent interventions progressed monitored by our math and literacy coordinator

• Teachers will implement Readers and Writer's workshop and use guided reading to support students with specific reading strategies at their independent reading level and provide • Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. • Grade level teams will continue to analyze and act upon lessons learned from student work samples. • 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 lesson to their students to provide more equitable outcomes to the students need additional support

2016-2017 Update Our EL students decreased by a rate of 13%. Only 20% are proficient. Spring Our English Language Learners were only 33% proficient on the SBAC in ELA compared to their classmates.

• Students will be provided in class interventions such as small group instruction, and guided leveled reading. • Technologically supportive literacy programs will be used to build strength to support literacy development and grade level instruction. • Students who are in the after school program will be progressed monitored for additional tutoring or homework assistance. • Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. • Grade level teams will continue to analyze and act upon lessons learned from student work samples. • 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 lesson to their students to provide more equitable outcomes to the students need additional support
### 2016-2017 Update

Our socioeconomic students decreased by a rate of 18%. Only 27% are proficient. Spring Socioeconomically disadvantages students were 44% proficient on the ELA SBAC compared to their classmates.

Students will be provided in class interventions such as small group instruction, and guided leveled reading. Technologically supportive literacy programs will be used to build strength to support literacy development and grade level instruction. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 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 lesson to their students to provide more equitable outcomes to the students need additional support.

### 2016-2017 Update

Our SPED students decreased by a rate of 6%. Only 26% are proficient. Students receiving special education services were 21% proficient compared to the classmates.

Students will be provided in class interventions such as small group instruction, and guided leveled reading. Technologically supportive literacy programs will be used to build strength to support literacy development and grade level instruction. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 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 lesson to their students to provide more equitable outcomes to the students need additional support.

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### 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>2016-2017 Update AA students were only 16% proficient overall which is a clear equity issue because our AA students were outscored by their classmates.</td>
<td>We would like to see an increase in the number of AA students who test proficient on their SBAC ELA scores by 5-7% in 2016-17 and an additional 5-7%</td>
<td>Currently our AA students are chronically absent 27.6%. We understand interventions are not effective if students are not present and if the interventions are not done consistently. We will be working with our Elementary Advisor to provide support for families to decrease the amount of AA students who are chronically absent.</td>
</tr>
<tr>
<td>2016-2017 Update AA students increased their SRI scores in window 2 by 9% and decreased students in Below Basic by 5%</td>
<td>We would like to decrease the number of AA students who score below basic on the SRI. Currently our AA students score 77.8% meeting or exceeding standard on the F&amp;P. In order to maintain that momentum we must decrease the amount of time students are chronically absent from school.</td>
<td>We will continue to provide RW and WW to our students in the classroom but increase the amount of tier 2 interventions provided in the classroom such as small group instruction and guided reading.</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 SQI?

<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>2016-2017 Update AA students were only 16% proficient overall which is a clear equity issue because our AA students were outsourced by their classmates.</td>
<td>We would like to decrease the number of AA students who score below basic on the SRI. Currently our AA students score 77.8% meeting or exceeding standard on the F&amp;P. In order to maintain that momentum we must decrease the amount of time students are chronically absent from school.</td>
<td>Currently our AA students are chronically absent 27.6%. We understand interventions are not effective if students are not present and if the interventions are not done consistently. We will be working with our Elementary Advisor to provide support for families to decrease the amount of AA students who are chronically absent.</td>
</tr>
<tr>
<td>AA students were 77.8% meeting or exceeding standard on the F&amp;P grades K-2. We see a significant decrease of proficiency in grades 3-5 on the SRI with on 23.5% of our AA students meeting or exceeding standard</td>
<td>We would like to decrease the number of AA students who score below basic on the SRI. Currently our AA students score 77.8% meeting or exceeding standard on the F&amp;P. In order to maintain that momentum we must decrease the amount of time students are chronically absent from school.</td>
<td>We will continue to provide RW and WW to our students in the classroom but increase the amount of tier 2 interventions provided in the classroom such as small group instruction and guided reading.</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 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>2016-2017 Update We had a slight decrease in our over all school math scores 57% are currently proficient. Overall our school data is 64% proficient for grades 3-5 on the math SBAC</td>
<td>As a school site, we have struggled with math and the math curriculum provided by the district and using it to fidelity. Last year, the teachers in charge of the math curriculum did not present the information to the staff because of other issues in the school internally. Because of this we have created a math team and they have begun the work of bringing the math information back to the staff. The majority of the staff voted to purchase a math curriculum and we are currently looking for something to support our site math implementation.</td>
<td>• Staff will continue to implement SFUSD’s Math Units of Study and more time analyzing the math standards and aligning them to our math instruction. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. • We have a computer program we use called Reflex Math we need to use to fidelity, (meaning the students meet the expected minutes on the program) so our students can build more automaticity with their basic math facts. • We will use our collaborative days provided by the math department to plan our professional development for the 2016-2017 school years.</td>
</tr>
<tr>
<td>On the district IAB grade 3 scored 60.3% near or at above standard</td>
<td>Our third grade IAB scores match our SBAC scores. The third grade team has used the math curriculum to fidelity and have struggled with a few concepts. They have been working on math talks and will work to implement math talks more consistently in the classroom.</td>
<td>• Staff will continue to implement SFUSD’s Math Units of Study and more time analyzing the math standards and aligning them to our math instruction. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. • We have a computer program we use called Reflex Math we need to use to fidelity, (meaning the students meet the expected minutes on the program) so our students can build more automaticity with their basic math facts. • We will use our collaborative days provided by the math department to plan our professional development for the 2016-2017 school years.</td>
</tr>
<tr>
<td>On the district IAB grade 4 scored 82% near or at above standard.</td>
<td>This year we had a new teacher come to us from another district in our class size reduction fourth grade classroom. This teacher brought with him the math materials he used in his other district and we are unsure if the success we see in the fourth grade is attributed to the scope and sequence he used.</td>
<td>• Staff will continue to implement SFUSD’s Math Units of Study and more time analyzing the math standards and aligning them to our math instruction. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. • We have a computer program we use called Reflex Math we need to use to fidelity, (meaning the students meet the expected minutes on the program) so our students can build more automaticity with their basic math facts. • We will use our collaborative days provided by the math department to plan our professional development for the 2016-2017 school years.</td>
</tr>
</tbody>
</table>
On the district IAB grade 5 scored 63.2% near or at above standard

**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?

<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>Overall our SPED students scored 18% proficient on the math SBAC</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017 Update 0% of our AA students scored proficient on the math SBAC. Clearly we have a racial equity issue that needs to be addressed. Spring Our AA students scored 14% proficient on the math SBAC</td>
<td>15% increase would bring us back to the previous years achievement. Our goal is a 20% increase.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, 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></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

This year, we did not meet our target with our EL learners. We did not assess the students consistently and need to use more ELD structures in the classrooms.

Next year we will have a more comprehensive approach to testing. Our Math/Literacy Coordinator will facilitate the site tests from the beginning to the end and make sure all students are able to finish their test in an appropriately quiet and test prepped area.

The ELA team will do a professional development with grade levels to make sure all teachers are aware of the ELD standards and how to provide language support in the classroom.

**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>McKinley ES has an active Science Committee or parents who meet month and provide support to the school around science instruction.</td>
<td>Our goal is to provide science field trips school wide K-5 that are standards based and build off the NGSS common core standards.</td>
<td>Our goal is to provide science field trips school wide K-5 that are standards based and build off the NGSS common core standards. We will need to have professional development on the new science standards and support teachers in planning for the new standards using common core literacy techniques. In previous years, we have had science notebook training, and we would like to continue to use science notebooks school wide and build more school wide science activities like Science Night.</td>
</tr>
</tbody>
</table>

WASC Ch.2

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

<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>We are going to have a Career Day during Women's History Month to celebrate Women's History Month, but to also celebrate our professional moms.</td>
<td>Our target is our female population which is 55% of our total population.</td>
<td>Parent outreach needs to happen about what careers our female caregivers are in and who is available to come and share.</td>
</tr>
<tr>
<td>We will have week where students pick a college they want to attend and say why they want to go there. We will create a day of college visits for our fifth graders and have parents at the tables to be alumni and answer questions about their schools.</td>
<td>Whole school, we want to promote a college bound environment with an emphasis on social justice and equality.</td>
<td>We will need to find the time to host the event and find parents who want to represent their former or current schools.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

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?

This summer we will participate in Writer's Workshop Training with Teacher's College from New York. This is a multi-school collaboration and will begin a partnership between McKinley ES teachers and teachers from various school in the city. We will also work on our implementation of the math curriculum and look to purchase additional curriculum to support the current math program provided by the school district. We will have two collaboration days for each grade level in the fall and the spring to facilitate long term planning and will be looking to get more training by Marilyn Burns or Singapore. We will continue to revise our ELA spirals and work with the Humanities Department, but add more time using Prop A hours facilitate a ROCI 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 All Grade level meetings where we come together as a faculty to analyze student work and have common planning time.

<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>Bi-Monthly All Grade Level Planning 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 (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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<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>McKinley ES has a SPED caseload of 4.92% from the whole school. We have combined RSP and speech services and promote inclusive practices with group work. Currently our RSP teacher is working on doing in-class service and team teachers with the general education teachers.</td>
<td>We would like to increase the proficiency of students who receive SPED services in ELA (21%) and math (18%)</td>
<td>For ELA we are using RAZ Kids and Reading A-Z. Our speech pathologist will be using a social skills curriculum to support students ability to work in small groups using more effective communication skills. For students on our RSP caseload, when it is an appropriate option, the RSP teacher of paraprofessional will be pushing into the classroom to provide in-class support through a team teaching model.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>2016-2017 Update our overall school rate decrease to 5.6% and our AA Students rate decreased to 23.3% Overall our school has a chronic absenteeism rate of 6.3%. Our AA students have a chronic absenteeism rate of 27.6%. We are almost fully implemented with our PBIS structures and have fully implemented PAX school wide and restorative practices within our discipline model during the full day.</td>
<td>2016-2017 we will continue to strive for an overall chronic absenteeism rate of 2% and decrease our rate for our AA population to 15%. Reduce our overall school chronic absenteeism rate to 2% school wide and increase the attendance of our AA students by decreasing our chronic absenteeism rate by 15%.</td>
<td>We have changed to role of the Elementary Advisor to be a person who works directly with school attendance. We want someone who can maintain personal contact with our families who need attendance support. This new job, is a .5 position that will allow us to do home visits and search for ways to support our families who are having difficulty coming to school on-time and regularly.</td>
</tr>
<tr>
<td>School Climate</td>
<td>For the 2016-2017 school year, we will continue to implement the PAX good behavior game school wide. We will continue to use restorative practices in our discipline systems and all students will be expected to know the school rules of Be Safe and Kind, Be Responsible, and Be Respectful. Our PBIS roll out is underway and by the beginning of the 2016-2017 school years we should have our rules posted, our currency in circulation, and our positive behavior intervention systems in full effect.</td>
<td>Full roll out of PBIS structures to support the PAX implementation and the use of restorative practices</td>
<td>For the 2016-2017 school year, we will continue to implement the PAX good behavior game school wide. We will continue to use restorative practices in our discipline systems and all students will be expected to know the school rules of Be Safe and Kind, Be Responsible, and Be Respectful. Our PBIS roll out is underway and by the beginning of the 2016-2017 school years we should have our rules posted, our currency in circulation, and our positive behavior intervention systems in full effect.</td>
</tr>
</tbody>
</table>

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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
<td></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.

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Next year we are going to continue with our current program, but add a few new activities to promote more inclusion of our full school community. We have discussed having PTA meetings every other month and hosting Family Night Activities on the alternative months. We have also discussed using the Coffee Klatch time to have morning PTA meetings, and also hosting PTA meetings after school during pick-up time. We are also going to use surveys to ask parents what they need to participate in school activities. We will continue our partnership with our after school provider ASEP, but we will attempt to provide a more comprehensive master calendar so we can use our events to collaboratively promote more parent involvement.</td>
</tr>
</tbody>
</table>
## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

**Special Education Weighted Student Formula (WSF-SpEd)**

**Allocation = $2,250**

We will be using SPED money to purchase RAZ Kids, and Reading A-Z. 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 = $11,012**

**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 = $11,012**

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

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)

### LCFF Concentration Grant (SCG-C) 07092

**Allocation = $11,012**

**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?**

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)

### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation = $43,280**

**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?**

The Targeted Instruction Improvement Grant this year will be spent on providing teachers with collaboration days on site and professional development. Money has been set aside to provide students with field trips to build a positive student climate with grade shared learning experiences. We have set money aside for teachers to travel to local conferences to build on the summer professional development we are receiving in Reader's and Writer's Workshop. 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)
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>Categorical Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I</strong> = 31500</td>
</tr>
<tr>
<td>How do you plan to use these funds?</td>
</tr>
<tr>
<td>Select the Bryk Essential that most aligns to the use of these funds:</td>
</tr>
<tr>
<td>- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>- Professional Capacity (LCAP Priorities: Basic)</td>
</tr>
<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>

**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) |

**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?**
At this point of the school year, the PTA supplement to the site budget is not solidified. After our school's annual fundraiser, DogFest and the May community meeting to vote on PTA expenditures, we will have a complete amount. The amount will be updated in the Fall final of the 2016-2018 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>
<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:

We have moved the responsibility of tracking attendance to our .5 Elementary Advisor which will allow us to use higher leverage strategies to see why our AA students are not coming to school. This will free our social worker up to maintain the administrative aspects of providing attendance support, and to effective progress monitoring of our chronically absent AA students. We will continue to provide a comprehensive SAP program that is inclusive of all providers and support staff who provide interventions including the after school program, ASEP. We will also continue to provide social skills groups, and on-site therapeutic social emotional interventions.
**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 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:

- 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: 3/17/2016
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>Juan Murillo</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>Sofia Linden</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>Shannon Bryant</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rachel Peterson</td>
<td>SSC/Parent</td>
<td></td>
</tr>
<tr>
<td>Annie Roach</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Michela Giso</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Naomi Laguana</td>
<td>SSC/Parent</td>
<td></td>
</tr>
</tbody>
</table>