



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 Balanced Score Card: A Two-Year Single Plan for Student Achievement

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| School | McCoppin, Frank Elementary School |
| Principal | Bennett Lee |

SCHOOL VISION & CONTEXT

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

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **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

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 2018-2020 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 **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####_Mid-Year_Summary_2017-18**". This folder includes the following reports:

| Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/ | Contains data for the following Strategies in Action | Data in Report |
|---|--|---|
| Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math | 2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016) |
| F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA | Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure |
| Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math | Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level. |
| Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison) | <ul style="list-style-type: none"> ▪ Student-Centered Learning Climate | 2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016) |
| CA Dashboard Report (New California Accountability System, documentation/overview included) | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness | The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts. |
| Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas) | <ul style="list-style-type: none"> ▪ 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10 | <ul style="list-style-type: none"> ▪ College and Career Readiness | Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students |
| Illuminate Report Lists for Fall and Spring | <ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate | Direct links to summary and list reports at the student level to take a deeper dive into your results |

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

English Language Learners / English Learners (ELL or EL)

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

| Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts will be required to achieve these goals? WASC Ch.5 |
|---|---|--|--|
| English Language Arts 2017-2018 SBAC: 3rd - 5th Graders scored: 55.3% Exceeded the Standard or Met the Standard | English Language Arts 2018-2019 SBAC 3rd-5th Graders will score: 60.3% Exceeded the Standard or Met the Standard Our overall goal is for all students to show improvements to match percentages from past years throughout 2018-19 with specific focus on raising or maintaining high levels in SBAC. Continue supporting focal group(s) with the expectations that each identified student will show gains in their SBAC scores, F and P scores, and IAB scores. | Teachers will continue to plan weekly in grade levels. Teachers will support reading through small group instruction (Guided Reading) which enables students to read more challenging text with effective processing, thus expanding their reading powers. Units of Study will continue to be added to the curriculum as we continue to supplement our Writing Workshop support. ILT teams will focus on reviewing Student work and Data to drive instruction. Literacy Coach will be providing Bi-Monthly PD and working individually with teachers to expand their knowledge and technique of Balance Literacy | Continue to ensure classroom environments are set up to support a Comprehensive Approach to Literacy. Sustaining rigorous implementation of a Comprehensive Approach to Literacy • Meeting the needs of our readers through guided reading. • Teaching our readers and writers to think critically (within, beyond and about the text) and express and expand their thinking during reading and writing workshop • Introducing new genres to students so that they can learn to write in those genres, but ultimately establish a repertoire of genres from which they can choose throughout their lives. • Provide rich opportunities to hear written language read aloud (Interactive Read Aloud) and to talk about concepts and ideas before they are expected to write about them. This is done through shared reading, interactive writing, and mini lessons. |
| English Language Arts Window 2 - SY 17-18 F&P Reading Assessment : Grades K through 5th: 85% meets or exceeds standard | English Language Arts Window 2 - SY 18-19 F&P Reading Assessment : Grades K through 5th: 90% meets or exceeds standard | | |

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| | | <p>Teachers will continue to plan weekly in grade levels.</p> <ul style="list-style-type: none"> • Teachers will support reading through small group instruction (Guided Reading) which enables students to read more challenging text with effective processing, thus expanding their reading powers. Units of Study will continue to be added to the curriculum as we continue to supplement our Writing Workshop support. ILT teams will focus on reviewing Student work and Data to drive instruction. Literacy Coach will be providing Bi-Monthly PD and working individually with teachers to expand their knowledge and technique of Balance Literacy. | <p>Continue to ensure classroom environments are set up to support a Comprehensive Approach to Literacy. Sustaining rigorous implementation of a Comprehensive Approach to Literacy</p> <ul style="list-style-type: none"> • Meeting the needs of our readers through guided reading. • Teaching our readers and writers to think critically (within, beyond and about the text) and express and expand their thinking during reading and writing workshop • Introducing new genres to students so that they can learn to write in those genres, but ultimately establish a repertoire of genres from which they can choose throughout their lives. • Provide rich opportunities to hear written language read aloud (Interactive Read Aloud) and to talk about concepts and ideas before they are expected to write about them. This is done through shared reading, interactive writing, and mini lessons.. |
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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?

| Analysis of Results for Language Arts- Intervention | Based on the analysis of the results, what are your targets/ performance goals? | What instructional shifts will be required specifically for your focal students to achieve these goals? |
|---|---|---|
| English Language Arts Based on 2017-2018 F&P and SBAC : K - 5th Graders who scored: Below or far below Standards are identified and will be placed into Tier 2 support. | English Language Arts 2018-2019 SBAC: Identified and Focal students will score at a % earmarked for each individual through data meetings with ILT, Grade Level Teachers and Principal. Percentage will be based on trimester performance data and adjusted to meet grade level during end of 3rd trimester | Strategic Groups need to be identified and grouped daily with teachers for support. Identified students and at-risk students will be supported in pull-out and/or push-in by our RSP teacher and/or para. We will continue to implement ELD practices across curriculum and provide more opportunities for students to articulate their thinking orally prior to transferring their thoughts with and from reading into writing. K and Focal students will use Imagine Learning Software on computer hardware to support beginning level language learning. |
| Note: English Language Arts McCoppin School is scoring above district percentages in all areas | | |

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

English Language Learners / English Learners (ELL or EL)

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

| Analysis of Results Mathematics-All Students | Based on the analysis of the results, what are your targets/ performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5 |
|--|---|---|---|
| Math 2017-2018 SBAC: 3rd - 5th Graders scored: 53.6% Exceeded the Standard or Met the Standard | | Using the Language Instruction Approach, we will use guided math groups based on levels from data and student work. We will continue to use the mini-lesson approach on math objectives with anchor charts along with Math Talk and 3-Read Protocol.. | |

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| | <p>Math 2018-2019 SBAC 3rd-5th Graders will score: 58.6% Exceeded the Standard or Met the Standard Our overall goal is for all students to show 3% improvements throughout 2018-19 with specific focus on raising levels in SBAC. Continue supporting focal group(s) with the expectations that each identified student will show gains in their SBAC scores,</p> | | <p>Language is more prominent in the Math Task section of the test. To scaffold this, all classrooms will continue to use Math Talk and Three-Read Protocol in the classrooms. These math practices foster reasoning and reading comprehension skills. The instruction will follow and align with the district provided binders. We are also continuing to use iPads to support math practices. We will also incorporate guided math groups and guided strategic groups to meet the needs of each individual student based on their math areas of need</p> |
| <p>Math Overall SBAC Math scores was over 5% below SY 17-18 Note: The 3 year trend has been 10.4% above district average.</p> | <p>Math Over Goal is to score 10% above in SBAC Math scores for SY 18-19</p> | <p>Using the Language Instruction Approach, we will use guided math groups based on levels from data and student work. We will continue to use the mini-lesson approach on math objectives with anchor charts along with Math Talk and 3-Read Protocol..</p> | <p>More planning time to implement district curriculum and more PD time from Math Team to present to staff.</p> |

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

| Analysis of Results for Mathematics- Intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
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| <p>Math Based on 2017-2018 Math Tasks (whole school), Math Benchmark and SBAC : (3 - 5th) who scored: Below or far below Standards are identified and will be placed into Tier 2 support.</p> | <p>Math 2018-2019 SBAC: Identified and Focal students will score at a % earmarked for each individual through data meetings with ILT, Grade Level Teachers and Principal. Percentage will be based on trimester performance data and adjusted to meet grade level during end of 3rd trimester</p> | <p>Reading assessment directions is difficult for our EL students. Teachers will spend more time teaching math academic vocabulary and directional words for our EL learners. Math Talk and Three Read Protocols will be used with fidelity with our EL students. Also, will provide guided and strategic strategies to address needs.</p> |
| <p>Math Note: McCoppin School have been scoring above district percentages in all areas</p> | | |

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

| Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5 | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5 |
|---|---|--|
| <p>Science California Science Test (CAST) 2017-2018 CAASPP (TBD) % of our 5th Graders scored Met the Standard or Exceeded the Standard</p> | <p>Science California Science Test (CAST) 2018-2019 CAASPP (TBD)+3% of our 5 Graders scored Met the Standard or Exceeded the Standard</p> | <p>Provide planning time for grade-level meetings to follow up on new Science curriculum PD provided by SFUSD to work collaboratively in implementation. Create a Science Team to attend the PD.</p> |
| <p>During SY 2017-2018, our students were receiving science with hands-on instruction bi-weekly. Through grade level planning with our Science Lead Team, we have been implementing SFUSD's science curriculum. Students have full access to learning materials and instruction as described by the SFUSD Science Core Curriculum.</p> | <p>With 3 assigned Science Leads for our school, mandated Science PD has been received and shared back to our grade level teams. We will continue to deliver hands-on instruction while incorporating the new best practices presented to our Science Leads</p> | <p>We have strategically scheduled grade level planning times daily for teachers to plan for all subject levels including Science. Meetings and PD days are assigned to address the Science instruction needs of our students.</p> |

ENGLISH LANGUAGE DEVELOPMENT (ELD): Designated & Integrated

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

| Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) | Based on the analysis of the results, what are your targets/ performance goals? | What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5 |
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| In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2 | | |
| ELD ELPAC SY 17-18 14.4% of EL K-5 students met the ELPAC criteria | ELD ELPAC SY 18-19 we would like to have 19.5% of EL K-5 students meet the ELPAC criteria | Implementation of PD strategies provided by the district at the end of Calendar Year 2017. Using feedback from the 2018 Department of Justice Audit to drive instructional practices |
| ELD EL Students % of growth across curriculum has been flat in the last 3 year trend | McCoppin EL students who are progressing with their language acquisition are showing academic progress both in ELA and in Math computation. However, the language component is hindering their ability to demonstrate their math skills. Our goal is to show at least 2% growth in SBAC ELA and Math, and Redesignation Rate. | Implementation of PD strategies provided by the district at the end of Calendar Year 2017. Using feedback from the 2018 Department of Justice Audit to drive instructional practices |

HEALTH EDUCATION CORE CURRICULUM

| Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school. | Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year? | What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals? |
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| SY 2017-18 Climate Survey Results 66% of our 4th & 5th Graders responded favorably in the Social-Emotional Learning area of Growth Mindset. 42% of our 4th & 5th Graders responded favorably in the Social-Emotional Learning area of Self-Efficacy. 61% of our 4th & 5th Graders responded favorably in the Social-Emotional Learning area of Self-Management 59% of our 4th & 5th Graders responded favorably in the Social-Emotional Learning area of Social Awareness. | SY2018-19 Climate Survey Results Our goal is to have: 70% of our 4th & 5th Graders respond favorably in the Social-Emotional Learning area of Growth Mindset. 55% of our 4th & 5th Graders respond favorably in the Social-Emotional Learning area of Self-Efficacy. 71% of our 4th & 5th Graders respond favorably in the Social-Emotional Learning area of Self-Management. 69% of our 4th & 5th Graders respond favorably in the Social-Emotional Learning area of Social Awareness. Health Advocate is identified annually to attend and provide information and instructional materials provided by SFUSD for staff to implement Health Lessons | Appointed Teacher Health Advocate will attend SFUSD PD and have scheduled time to present information and materials to staff during Staff Meetings |

VISUAL AND PERFORMING ARTS

| Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars. | What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| Historically, McCoppin school has been instilling in our students a life-long passion for the performing and visual arts that results in personal and professional artistic enjoyment and pursuits beyond academics. | The targets and goals of our VAPA program is to sharpen our students' artistic perception, diversify our students' creative expression, expand our students' historical and cultural context, enrich our students' aesthetic valuing, and fortify our students' connections and applications. | SFUSD continues to provide VAPA Specialists to educate standards-based VAPA lessons for our students. The San Francisco Symphony partners with McCoppin School with the AIM (Adventures in Music) Program for our 1st - 5th grade students including a trip to the Symphony annually. |

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

| Narrative describing site's vision for a balanced, comprehensive Physical Education program. | What are your targets/ goals? (Elementary, Middle, High) | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| <p>Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.</p> | <p>Refer to the Physical Education section in the Central Services Supports Guide.</p> <p>How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?</p> | |
| <p>PE SY 2017-2018 all students at our school have been provided 100 minutes of instruction in physical education from a credentialed teacher per every 5 days (Full School Week)</p> | <p>PE SY 2018-2019 all students at our school have been provided 100 minutes of instruction in physical education from a credentialed teacher per every 5 days (Full School Week)</p> | <p>SFUSD provides PE Specialists who continue conducting rigorous and standards-based direct PE lessons with our students as well as providing demonstration lessons & support for our classroom teachers.</p> |

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

| Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5 |
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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) WASC Ch.2 | What are your targets/ goals? | What shifts will be required to achieve these goals? WASC Ch.5 |
|---|---|---|
| <p>McCoppin has implemented a Literacy Approach along with Technology support to ensure readiness for the 21st century. We are a strong performing school with academic rigor and we will ensure that our students can meet the academic challenges in their future. At McCoppin, we have a large participation rate in the K2C program. Our families are planning ahead for financial support for their child's college funds.</p> | <p>Our goal is to continue to expand opportunities to engage our students to career pathways, bicultural experiences as well as to the different ways in which we can make positive contribution as a global citizen of this world.</p> | <p>Our goal for school years 2018-2020: We need to work harder to educate our parents about the importance of social and emotional domain of their child's learning. We need to do this through engaging families (LSP support) as well as inviting them to school-wide activities that may or may not involve academics.</p> |

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

For 2018 - 2020, our LSP (social worker) will identify families through data and support them and focus on the improving home environment and expectations that align with school expectations. Parents will be informed of the K2C opportunity during back to school nights. We will implement a Career Day for each classroom to schedule visitors.

Strategies in Action: Schools

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

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

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

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

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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

| | Analysis of Data | Targets | Strategies & Interventions |
|--|--|---|---|
| Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.) | Our students with disabilities did not perform as well as our general populations. Currently, most of our students are meeting their IEP goals. Some of our students are doing modified work and in some cases below their grade level work. However, when it comes to standards based assessment, these same students are tested using grade level assessments. This misalignment of expectations resulted in test data that do not truly reflect our SPED population's achievement and growth. | SPED students who did not meet benchmarks in SBAC scores. We also are setting expectations to lower the percentage of students who will be receiving SPED services. We will be promoting inclusive practices. | Our mission at McCoppin with our SPED students is to help them meet their IEP goals. Our RSP teacher will have a clear schedule which cover all minutes required by individual IEPs as well as time to support at-risk students. Focal students will continue to be integrated into general education classes supported by the Inclusion staff and other service providers identified in their IEP. RSP Teacher also will attend PDs to keep best practices at the forefront and plan with teachers as well as Literacy Coach to align strategies and lessons |
| Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ) | Our Student Success Team keeps track of all students wellness by having One on One meetings with the Principal or Social Worker to go through checklists on the wellness of each student. | Students who are identified or self appointed for support will be checked in on and on a wellness followup list for the SST team to review bi-monthly | Continue to have a SST team responsible and accountable to work with teachers, students, and families to have obstacles removed from allowing students to be successful in life |
| Student Engagement/Attendance | 10.7% of our students were chronically absent. We have identified these families who need support | | |

| | | | |
|-------------------------------|---|---|--|
| | | Our SAP team is monitoring and making consistent contact with families and also cooperatively understanding the needs and support that are not in place. Although the trend has been dropping, there are still a few of the SAME families that need constant support. | Use allocated funds for a .5 Family Liason / Support Teacher to provide family/home support. This will also INCREASE clear and transparent communications (with translations) between school and home. LSP available to monitor and mobilize wellness-checks along with support from Pupil services support. |
| School Culture/Climate | Overall, our school has a very positive learning environment. Per our staff observations, there are negative behavior undertones (negative peer pressure, awareness of differences, etc.) which need to be addressed. | We need to address the equity of learning and positive interactions between all our students. We have implemented assemblies with follow ups to individual classes ,groups and students | Stepping up our proactive community building events. Continue running a strong student council. Have our Social Worker work on building a positive culture that includes all students without discrimination. Provide opportunities for students to have a voice in culture of the school and have those voices be heard by the McCoppin Community |
| Social Culture/Climate | The Overall Culture of McCoppin School is one centered on RESPECT. There has been no suspensions at McCoppin this school year | McCoppin Community is our focus group | Partnering with the very active PTO and supportive parents, McCoppin works with the families to create opportunities during and after school hours to have fun events and celebrations of cultures. |
| Wellness Policy | McCoppin's School's Wellness policy will be aligned with SFUSD's Wellness Policy | We want this message and support to be available to the entire McCoppin Community | Form a Wellness Committee with guidance from our SW along with our Health Advocate. Create a Wellness policy incorporating the points of the district's policy. Provide access to the policy through our website |

| PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach | | | |
|---|---|---|--|
| Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences. | | | |
| Based on your data choose at least one of the following SFUSD Standards to work on. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input checked="" type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input checked="" type="checkbox"/> Connecting families to community resources | Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other: | | |
| What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners: <p>Partnering with the PTO in a transparent, safe environment to maintain the positive school culture in place. Open communication with the community and being available to respond to inquiries. Having scheduled monthly Principal's Chat with the PTO chairs to create ideas to fund raise and brainstorming ideas for community events to engage our families.</p> | | | |
| How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance Creating New Surveys as well as using Culture and Climate Surveys in place. Have data meetings with committees to measure impact and be flexible to try new ideas and take away strategies that don't work | | | |
| Community Partnerships | | | |
| What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other: </td> </tr> </table> | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE | <ul style="list-style-type: none"> <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other: |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE | <ul style="list-style-type: none"> <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other: | | |
| List 1-3 current or potential community partner(s) who are address these needs. Richmond District Neighborhood Community (RDNC) YMCA CDC Out of School Care | | | |
| What are your specific goals or objectives for these partnership? Providing a variety of enrichment opportunities for families to participate after school hours | | | |
| What actions will you take to deepen your school's partnership with community organizations? Community Outreach Provide Contact Information Respond to Inquiries | | | |
| How will you measure the impact? (Quantitative and/or qualitative data) Provide Family Surveys (Hard Copies and Online) | | | |

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 = \$1,050

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

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

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

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$33,017

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

Salaries and Materials Position 5232 Job Code #828 (Academic Response to Intervention) (Salary + Benefits: Position - Literacy Coach Job Code # 0827 - (for Instructional Supplies) RTI and Literacy Coach will support English Learners by building teacher capacity around strengthening instruction. Instructional practices of focus will include collaborative talk tasks, academic language tools, and scaffolding for ELPAC proficiency levels.

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

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = \$0

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$28,000

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

4310 Instructional Supplies - 635 Parent Liason Salary - \$6,739.57 5803 Literacy Coach Salary - \$20,625. These supplies and services directly impact the EL/LI population in supporting growth academically.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = \$39,312

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

Salaries and Instructional Supplies. Supports all students especially specific items for Focal and Identified Students

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)

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = \$43,532 (31500)

How do you plan to use these funds?

Title One funds are mainly earmarked for Salaries and Instructional supplies. These funds will also be utilized for providing substitutes for PD, extended hours and teacher planning (including site visits). For Parent outreach, these funds will be used to support activities for families as needed (books, food etc). McCoppin will implement the strategies defined in the PIP (Parent Involvement Policy 5803 Consultant Fees (Literacy Coach) - \$34,375 1102 Substitute Day (PD ReleaseTime) - \$1,527.36 4310 Instructional Supplies - \$3,050.53 4313 Supplies - \$393.47

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 = \$435

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

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

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

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

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

Impact & Innovation Awards =

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant =

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? (Limit: 250 words)

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"

| Counselor: | Social Worker: | Nurse: | Family Liaison: |
|-----------------------|-----------------|---------------------------|-----------------|
| | .5 | | .4 |
| Wellness Coordinator: | CHOW: | Elementary Advisor: | T10: |
| IRF: | Literacy Coach: | Academic RtI Facilitator: | Hard To Staff: |
| | .3 | | |
| Other: | Other: | Other: | Other: |
| | | | |

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

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

SECTION V: Recommendations and Assurances

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

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

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| | <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) |
| | <input type="checkbox"/> Community Advisory Committee for Special Education Programs |
| | <input type="checkbox"/> Other (<i>list</i>) |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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 23, 2018 . |
| <input checked="" type="checkbox"/> | 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: 10/11/2018 |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| <input checked="" type="checkbox"/> | This school plan was adopted by the SSC on: 10/11/2018 |

School Site Council Roster and BSC/SPSA 2018-2020 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")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

| Name | Role | Signature |
|-------------------------|-------------------|-----------|
| On File | On File | On File |
| Bennett Lee | Principal | |
| Dolla Wong | Secretary | |
| Selina Cheung | Teacher | |
| Jenette To | Teacher (Chair) | |
| Julie Novitski Godmintz | Teacher | |
| Victoria Hon | Parent (Chair) | |
| J.J. Duncan | Parent (Co Chair) | |
| Bonnie Perez | Parent | |
| Guillermo Chavez | Parent | |
| Ross Adams | Parent | |