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

School	**McKinley Elementary School**
Principal	MollyMacGregor Pope

SCHOOL VISION & CONTEXT

McKinley's vision is to inspire and equip students to take on the challenges of their generation. Our mission is to create an inclusive and joyful learning community that supports all students to realize their growing potential. At McKinley we build an inclusive community that values equity, diversity and compassion. We empower self-discovery by embracing cultural identity and individuality. We celebrate life-long learning that fosters perseverance, critical thinking and intellectual curiosity. We encourage creativity through collaborative and individual expression. McKinley, located in the heart of the Castro, is a small school serving a diverse group of children from many areas of the city with an increasing number of students from the greater surrounding neighborhoods. McKinley Elementary School is comprised of children from various demographic backgrounds and we proudly have over ten different languages spoken by the families and staff of McKinley Elementary School. Our current demographic data, we are 55% Caucasian, 16% Latino, 9% Two or more races, 9% Black, 6% Asian, McKinley has an involved parent community and talented, experienced teachers who collaborate and maintain high expectations for all students. Areas of Success and Strength: McKinley implemented Reading and Writing workshop school wide. Most classroom environments provide rich opportunities for students to engage in meaningful, standards based Literacy instruction. Students read and write in a variety of genres throughout the year. The McKinley staff has collaborated with the math department and focused on improving instruction. The McKinley staff values collaboration and professional development. The McKinley community values inclusive practices and creating a school environment that nurtures all students interests and development. Areas of Challenge: • Continued achievement gaps within our sub groups. • Inconsistency of implementation of readers and writers workshop. • the social emotional regulation of students. • Continued need to develop a positive school climate for all students by implementing restorative practices and positive behavior systems. • Decrease chronic absenteeism among our African American and Special education student populations Key Strategies: • Dedicated common planning time for teachers to analyze student work in order to plan targeted instruction for students who need acceleration and identify students who need Tier 2 interventions in reading and writing; • Social Emotional Learning, the implementation of Second Step and Bounce Back curriculums. • Increase school safety, decrease bullying and create a more positive climate by implementing restorative practices, PBIS and Collaborative Problem Solving. • Continued collaboration and school alignment in planning and implementing math instruction (SFUSD Core curriculum).

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/aao/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/aao/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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ 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):
To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, McKinley will continue to focus on African American, Latino and Economically Disadvantaged students. ELA 2016-17 SBAC School wide: 71% met/exceed standards. A 4% increase from 2015-16 African American: 25% of students met/exceed standards. A 8% increase in scores from 2015-16 Latino: 45% of students met/exceed standards. A 3% increase in scores from 2015-16 Economically Disadvantaged: 33% of students met/exceed standards. A 6% increase in scores 2015-16 Our data indicates that we have a substantial achievement gap, but that we are making improvements in ELA. We will continue to leverage our initiatives that include professional development on Racial Equity, Implicit Bias, Stereotype Threat and Culturally and Linguistically Responsive Teaching. We will continue focus on focal students, and improve our collaboration time for teachers.

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 student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	Based on our current results, our target/performance goals are: * At least 75% of our students will meet or exceed standard in English Language Arts formative and summative assessments. (eg. classwork, IAB, F&P, and SRI, SBAC data)		• SFUSD Comprehensive Approach to Literacy • Classroom teacher confers/leads guided reading groups/provides immediate feedback/instruction to students every day and knows each student as a reader/writer. •Funding to support literacy coach

Spring 2018 According to the McKinley Midyear Data Puzzle for 2017-2018, our results indicate the following: * 89% of our grade k-2 students met or exceeded standard on the Fountas and Pinnell Assessment. * 59% of our 3-5 students met or exceeded standard on the Reading Inventory Assessment. (newer online assessment; some not always accurate for some students) Fall 2017 On the 2016-17 SBAC ELA, 71.1% of all McKinley students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, over a 4.1% increase from 67.0% on the 2015-16 SBAC. Spring 2017 According to the McKinley Midyear Data Puzzle for 2016-2017, our results indicate the following: * 77.8% of our K-2 students met or exceeded standard on the Fountas and Pinnell Assessment. 60.0% of our 3-5 students met or exceeded standard on the Reading Inventory Assessment. (newer online assessment; some not always accurate for some students)

• Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will use the Units of Study as a resource to support ELA work. • School will focus on Writers Workshop. Grade level teams will plan curriculum maps and unit plans aligned with the spirals • The Lit Coach will provide and facilitate structures for peer coaching and student-centered lesson development support to increase teachers' instructional knowledge and maximize student learning • Classroom teachers will strengthen ability to differentiate instruction to meet individualized student needs as determined by diagnostic and formative assessment data • • Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. • Classroom teachers will use strategies such as interactive read aloud and writing, close reading, use of visual supports (sentence frames, anchor charts), and constructive conversations to support students' reading comprehension and writing. • Teachers will provide specific, individualized feedback on student work through conferring and guided reading. Students will use reading journals school wide to support students' reading comprehension and writing growth. • Grade level teams will continue to analyze and act upon lessons learned from student work samples.

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?
Spring (March) 2018: According to the Midyear Data Report for 2017-18, our results indicate the following: • 91% of our K-2 AA students met or exceeded standards on the Fauntas and Pinnell Assessment • 23% of our 3-5 AA students meet or exceeded standards on the RI • 81% of our K-2 Latino students met or exceeded standards on the Fauntas and Pinnell Assessment • 31% of our 3-5 Latino students meet or exceeded standards on the RI • 77% of our K-2 SPED students met or exceeded standards on the Fauntas and Pinnell Assessment • 15% of our 3-5 SPED students meet or exceeded standards on the RI	• At least 95% of our K-2 AA students will meet or exceeded standards on the Fauntas and Pinnell Assessment • At least 35% of our 3-5 AA students will meet or exceeded standards on the RI • At least 85% of our K-2 Latino students will meet or exceeded standards on the Fauntas and Pinnell Assessment • At least 31% of our 3-5 Latino students will meet or exceeded standards on the RI • At least 85% of our K-2 SPED students will meet or exceeded standards on the Fauntas and Pinnell Assessment • 25% of our 3-5 SPED students meet or exceeded standards on the RI	• Classroom teachers will use interactive read aloud and guided reading in the general education setting to support students' reading growth. • Reading consultants and RSP staff (teachers and paras) will use the Fountas and Pinnell Leveled Literacy Intervention, the S.P.I.R.E Reading Invention, Lexia and MindPlay to provide targeted support for students reading below grade level. • School wide class SSTs will be scheduled for September 2018 to help identify needs. School wide class SST follow-up will be scheduled for April 2019 to plan for student support and align resources for 2019-2020. • Extended hours will be allocated for teachers to provide Tier 2 intervention support for students before/after school. • Students who are newcomers and are receiving English language support will have access to the Imagine Learning supplemental program. • After-school tutoring supports students identified by classroom teacher as needing additional work on reading and comprehension skills.

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):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, McKinley will continue to focus on African American, Latino and Economically Disadvantaged Students. Math 2016-SBAC School wide: 63.4 % met/exceed standards. A 5% increase from 2015-16 African American: 13% met/exceed standards. A 13% increase from 2015-16 Latino: 28% met/exceed standards. A 10% decrease from 2015-16 Economically Disadvantaged: 22% met/exceed standards. A 3% decrease from 2015-16 Our data indicates that we will have a substantial achievement gap, but that we are making improvements with our African American students. We continue to struggle to make any gains with our Latino and SES students; in fact their scores went down from 2015-16

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. 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 and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
SPRING 2018: According to the McKinley Midyear Data Report for 2017-2018, our results indicate the following: * 52% of our students met or exceeded standard on the Math Benchmarks. * 83% of our students met or exceeded standard on the Math Tasks. Math 2016-SBAC School wide: 63.4 % met/exceed standards. A 5% increase from 2015-16	• At least 70% of our students will meet or exceed standards.	• Staff will continue to implement SFUSD's Math Units of Study. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for vertical alignment/planning. • Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulative, and constructive conversations to support students' math comprehension. • Students will use math journals (w/graph paper) school wide to support written expression in mathematics. Teachers will provide feedback on student work documented in the journals.	• Math Practices in Common Core are critical components in math instruction. • Children learn math through engagement solving meaningful math tasks with feedback from peers and teachers. • Grades K-1 will utilize additional curriculum resources to fill in gaps.

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?
According to the McKinley Midyear Data Report for 2017-2018, out results indicate the following: •11% of our AA students met or exceeded standard on the Math Benchmarks. •81% of our AA students met or exceeded standard on the Math Tasks. •27% of our Latino students met or exceeded standard on the Math Benchmarks. •87% of our Latino students met or exceeded standard on the Math Tasks. Math 2016-SBAC •63.4 % of McKinley students met/exceed standards. A 5% increase from 2015-16 •13% African American met/exceed standards. A 13% increase from 2015-16 •28% of Latino met/exceed standards. A 10% decrease from 2015-16 •22% of economically Disadvantaged met/exceed standards. A 3% decrease from 2015-16	Math 2017-SBAC •At least 20% of our African American will meet/exceed standards. •At least 45% of Latino will meet/exceed standards. •At least 30% of economically will meet/exceed standards.	• Classroom teachers will use guided math groups in the general education setting to support students' math growth. • Tier 2 students will use the web-based intervention for additional practice. • School wide class SSTs will be scheduled for September 2018 to help identify needs. School wide class SST follow-up will be scheduled for April 2019 to plan for student support and align resources for 2019-2020. • Struggling students will have access to the ASEP tutoring program. • Funds will be allocated so that RSP staff can meet at least two times a year with general education teachers to evaluate student work, modify assignments/projects, and co-plan overall support. • Focal student work. Analyze data to drive our instruction. Utilize our collaborative days provided by the math department to plan differentiated lessons that are culturally responsive. • Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Grade level teams will focus on female students who are Nearly Meeting the Standard to analyze what skills and competencies are needed to move them up.

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	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
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		
Annual Community Survey data indicates that parents feel that science instruction needs additional focus/resources at McKinley. McKinley Community Meeting feedback indicates that STEAM support is a high funding priority for parents.	Teachers await direction from SFUSD Science Department. We have two teachers on-site who have participated in a field test	School wide implementation of the Amplify Physical Science Unit for science instruction. Teachers will take advantage of District PDs. Collaboration time will be allocated to planning, assessing and understanding the new curriculum.

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
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		
FALL 2017 Fountas and Pinnell 75% of K-2 English Learners met or exceeded standard. Reading Inventory 8% of English Learner Students met or exceeded standards. 2016-17 SBAC ELA (13 Students) 23% met/exceed standards. A 4% decrease from 2015-16 Math (13 Students) 39% met/exceed standards. A 2% increase from 2015-16	2017-18 SBAC ELA At least 35% will meet/exceed standards. Math 45%will meet/exceed standards.	The ELA team will do a professional development with grade levels to make sure all teachers are aware of the ELD standards and how incorporate more academic language instruction and to provide language support in the classroom. • EL students will be included as focal students to determine specific small strategy grouping. • we will work with out ELD coordinator to make our designated ELD instruction more robust by utilizing the literacy interventionist in a more intentional way.

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	Based on analysis, describe site's goals for a balanced, comprehensive health education program.	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
In a narrative, describe what your analysis of the data says about your school.	What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year?	
	Health advocate leads professional learning at one staff meeting at the beginning of the year and is available for consult/coaching to support implementation of lessons	Continue to provide a stipend for Health Advocates. Continue to focus on 2nd Step Curriculum and provide access to online 2nd Step Curriculum

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts 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?
Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	
		Arts integration in all subjects

Mckinley continues to value a balanced learning elementary learning experience. We supplement the programs offered through the district with a partnership with SFartsED. To that end, our students participate in the following visual and performing arts programs: * SFUSD VAPA visual arts lessons * SFArtsEd dance lessons *SFArtsEd visual art lessons * SFUSD VAPA chorus lessons * SF Ballet lessons - 2nd grade * SFUSD VAPA Instrumental lessons - 4th/5th grades * SF Opera Aria study – K-2 grades *SF Symphony lessons - 2nd-5th grades * Field Trips - Visual and Performing Arts	McKinley will continue to offer VAPA experiences for all K-5 students.	

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. 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.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
McKinley supports a balanced approach to the elementary school experience. Physical education is equally important as academic, social/emotional, and enrichment learning for our students.	McKinley will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period. All K-5 students will participate in dance with the SFartsEd dance instructor and 2nd grade students will dance with the SF Ballet instructors.	0.6 SFUSD PE Instructor 0.2 SFartsEd Dance Instructor SF Ballet Partnership

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

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

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?

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

Strategies in Action: Schools

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

School teams are encouraged to 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?

In 2018-2019, our instructional leadership and culture and climate leadership teams will meet monthly to plan professional development opportunities and grade level collaboration focus aligned with BSC needs. Team leaders will receive a stipend for their leadership work. The instructional leadership team will create a professional development calendar that is differentiated based on the needs of school. Our teacher leaders will work the ILT, Humanities and Math departments to design the professional learning. We will be extending the school day by 10 minutes 4 days a week to allow for one early release day for grade level collaboration. We will add time using Prop A hours facilitate a 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 professional development focusing on either writers workshop, Restorative Practices, math and culturally linguistically responsive teaching.

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)
Weekly grade level meetings. These meetings are used for collaborative learning and reflecting on teaching practices. During common planning ti… teachers will examine student work, analyze assessment data, utilize the rubrics, and prepare high leverage activities for a year long lesson plan tied to the Common Core State Standards in each subject.	Prop A, Lit Coach used for facilitation
Bi-weekly staff meetings	We are using PTA money and TIIG monies to pay for the curriculum, extended hours, teacher stipends, and outside consultants.

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.)	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 teaches with the general education teachers.	We would like to increase the proficiency of students who receive SPED services in ELA (21%) and math (18%)	For ELA we are using RAZ Kids, Reading A-Z and S.P.I.R.E. 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 case load, 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.

Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance	Overall our school has a chronic absenteeism rate of 5.6%. Our AA students have a chronic absenteeism rate of 23.3%.	2018-2019 we will continue to strive for an overall chronic absenteeism rate of 2% and decrease our rate for our AA population to 15%	We streamlined our attendance procedure in 2016-2017, which gave us accurate data. In 2017-18 we built school wide incentives and positive interventions. We will continue to utilize our Attendance Monitor/Family Engagement position though in a much reduced rate capacity to make sure our gains continue.
School Culture/Climate	• Based on 2016-2017 suspension data, 1% of our student population was suspended. • 84% students, 85% Staff, 94% parents report a strong sense of belonging • 72% students, 85% staff 95% parents feel the school is safe	Overall McKinley has a positive school climate, we need to increase the % of students who feel safe at school.	•McKinley will train staff in collaborative problem solving. This will improve our ability to meet the needs of students. McKinley will continue to implement PBIS by focusing on Behavioral RTI strategies. • McKinley will focus implementing with fidelity Restorative Practices including classroom circles • McKinley Tickets will continue as a way to recognize and reward students for demonstrating our sch… wide behavior expectations. Be Safe and Kine, Be Respectful and Be Responsible. • McKinley will continue to improve our implementation of the Second Step curriculum school wide. • The Culture and Climate Leadership team will continue to take the lead on improving our school climate
Social Culture/Climate	Students in 4th and 5th grades reported higher levels of self-efficacy, self management, and social awareness than district averages. •71% reported favorably on social awareness, •77% reported favorably on self management, •69% reported favorably on self efficacy •72% reported favorably on growth mindset.	Our target for 2017-2018 is to increase the favorable response rate to 78% in growth mindset, 75% in self efficacy, 87% in self management, and 85% in social awareness.	McKinley is participating in the Project Secure Grant for the second year, which will provide continued support for all teachers to implement the Second Step curriculum and measure the impact. The social worker will provide small group and individual support to students who need additional reinforcement of social and emotional skills. We will provide parents with a workshop and resources to reinforce social and emotional skills at home.
Wellness Policy			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*

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.	Choose at least one of the following focal populations
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☐ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☑ African American families ☐ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ 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:

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. We would like more African American 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. We will strength our AAPAC parent groups next year and our Mosaic parent group will continue to offer parent workshops on racial equity with SFCESS.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

We will measure our impact by analyzing, which parents show up for our community events, join the SSC and PTA. We will also monitor the academic success of our African American, Latino and EL students.

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?

☑ Academic Support ☐ Behavioral Health & Wellness ☐ College & Career ☐ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☐ Restorative Practices, Violence Prevention, etc. ☐ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

Pupil services is a critical partner in on our ongoing Racial Equity work. They are also potential partners in our collaborative problem solving work that we will be embarking on fall of 2018. The humanities department is a critical partner. They will be providing monthly PDs that support our implementation of Writers Workshop.

What are your specific goals or objectives for these partnership?

We hope that through these partnerships we will be better able to meet the needs of our struggling students.

What actions will you take to deepen your school's partnership with community organizations?

How will you measure the impact? (Quantitative and/or qualitative data)

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 = $1,200

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 = $10,247

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

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

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

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

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation =

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

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

Targeted Instruction Improvement Grant (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 spend on providing teachers with collaboration days on site and professional development. We are using the funds to strengthen our instructional leadership team and culture and climate leadership team by participating in a pre-school retreat that will identify our year long priorities and pd calendar for the year.

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 = (31500)

How do you plan to use these funds?

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

1% Title I Parent Set Aside =
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> 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 =

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**)*

At this point of the school year, the PTA supplement to the site budget is not solidified. The PTA has verbally agreed to pay for our staffing short fall. This amount allows us to hire a class size reduction teacher and a literacy/math intervention teacher. After our school's annual fundraiser, DogFest and the May community meeting to vote on the other PTA expenditures, and we will have a complete amount. The amount will be updated in the Fall final of the 2018-2019 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"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5		
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
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.

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

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)* **AAPAC and Latino Parent Advisory Committee**
☑	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 23, 2018**.
☑	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**
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☐	This school plan was adopted by the SSC on: **10/11/2018**

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
Molly Pope	Principal	
Kim Krogan	Classified Staff	
David Valadez	Teacher	
Karen Petrocchi	Teacher	
David Lytle	SSC/Parent	
Heather Barondess	SSC/Parent	
Naomi Laguana	SSC/Parent	
Cheryl Power	SSC/Parent	
Annie Roach	Teacher	
Drew Scott	SSC/Parent	