



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

School	King, Dr. Martin L. Middle School
Principal	Michael Essien

SCHOOL VISION & CONTEXT

Dr. Martin Luther King Jr. Academic Middle School is a comprehensive middle school located in the Southeast section of San Francisco. We are a Community School partnering with multiple stakeholders to provide a variety of services to students and families during the school day and in the extended learning program. Students are taught through Project Based Learning (PBL), Arts integration, and the principles of Warm Demander. Restorative Practices are at the foundation of our school-wide behavior management strategies. Our educational philosophy is student-centered and embraces the Triple A's: Agency, Advocacy, and Acceleration. All students are expected to develop agency, advocate for their peers, and accelerate their own learning. The combination of Community Schooling, PBL, Warm Demander, Restorative Practices, and Agency, Advocacy, and Acceleration allow us to address the "Whole Student." "NEED TO KNOWS" ABOUT MLK MIDDLE SCHOOL

- Project Based Learning: students will experience deeper learning through assignments requiring cooperative learning, complex tasks, and producing a culminating project presentation assessed by an agreed upon rubric.
- Two goals for the school site: 1) produce and provide rigorous learning in all classes and 2) strengthen a sense of belonging for all students through the creation of a safe, social-emotional learning environment.
- The Instructional Leadership Team and Culture Club design the profession development (PD) scope and sequence for our learning community. PD's designed to increase teacher capacity to be Warm Demanders.
- Push-In Services: Student Support Department continues to improve the delivery of in-class support to teachers and students to increase on-task student behavior.

AREAS OF STRENGTH

- Student Support Department: members of this department are responsible for delivering school-wide Push-In Services. This has a profound impact on increased instruction time for students and an overall calming effect on the school environment.
- MLK's professional learning community is a strength of the school site. The Instructional Leadership Team and the Culture Club are teacher elected decision-making bodies responsible for the professional growth and experiences of staff members. Both bodies use peer observations and data to be more responsive to the needs of students and teachers. In addition to the ILT and CC, MLK has a voluntary staff Book Club that selects a book to be examined throughout the school year. Each book is designed to help staff members explore racism, implicit bias, and socialization process of public schools.
- Peer Resource Class: targeted students are selected to participate in the class. Responsibilities include holding bi-monthly Homeroom Representative Meetings to identify student needs and concerns to be addressed with administration. Members are trained in Peer Mediation. Students can request mediation with Peer Mediators instead of adults.

AREAS OF GROWTH

- Increase our capacity to create a learning environment welcoming and supporting African American students to close the opportunity gap that exists for African American students.
- Differentiate the delivery of instruction in heterogeneous classroom settings.
- Identify or develop curriculum to meet the individualized needs of our students.

KEY STRATEGIES

- Project Based Learning
- Warm Demander
- Student-Led Conferences
- Push-In Services

All strategies implemented at MLK are designed to create a safe learning environment so students can exercise the Triple A's: Agency, Advocacy, and Acceleration.

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/aoo/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/aoo/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):

African American, Samoan, English Language Learners, Special Education

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
SBAC ELA Performance: 34.6% Proficient School Wide Subgroups: 6.3% Proficient for African Am 18.1% Proficient for Latinx 0% Proficient for Pacific Is 38.7% Proficient ELLs 5.6% Proficient for Sped	Students at MLK will improve their proficiency performance on the SBAC and RI Assessments by 10%	The professional learning community at MLK will focus on teaching literacy in every department/ content area. In addition, project based learning will be a school wide focus to increase student engagement, strengthen academic rigor, and enhance differentiation in core content classes. Students will read short passages similar to those provided on the SBAC test to check for comprehension.	School-wide annotation strategy; sustained silent reading; co-generative groups; student-led conference goals tied to student assessment and in-class student performance Technology?

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 Rtl 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?
Subgroups: AA: SBAC ELA were 6.3% proficient. Samoan: SBAC ELA were 0% proficient ELLs: SBAC ELA were 38.7% proficient Sped: SBAC ELA were 5.6% proficient	Improve RI and SBAC performance by 20% for African American, Pacific Islanders, English Language learners, and students identified with learning differences.	

All students will be assessed using Reading Inventory (RI) as well as F & P if students score below an identified lexile score. This data will be used to differentiate instructional decisions for each student. There are three school-wide instructional foci required to address the goals of our focal students: 1. Teach literacy across content 2. Monitor student work and adjust instruction as required. 3. Our professional learning community will increase its ability to improve on the 3 C's: Communication, Collaboration, and Consistency Specific Teacher Practices: *Teach academic conversation in all content classes *Intentionally use Structured Student Interactions *Intentionally teach power and content vocabulary in classes.

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):

African American, Samoan, English Language Learners, Special Education

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. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
SBAC Math Performance: 26.6% Proficient School Wide Subgroups: 2.1% Proficient for African Am 9.1% Proficient for Pacific Is 10.3% Proficient for ELLS 3.8% Proficient for Sped	Students at MLK will improve their proficiency performance on the SBAC by 10%.	The professional learning community at MLK will focus on teaching reading comprehension across content as reading comprehension has been identified as a high leverage point for increased student performance on SBAC. Intentionally teach power and content vocabulary in classes. In addition, PrBL will be a school wide focus to increase student engagement, strengthen academic rigor, and enhance differentiation in core content classes.	Use project based learning to engage students in instruction. Also, incorporate the use of the five rubrics to explicitly define proficiency for students: *Knowledge and Thinking *Written Communication *Oral Communication *Agency *Collaboration School-wide use of Khan Academy for all students.

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?
Need to collect data on the effectiveness of Freckle and Khan Academy. Implementing a new math intervention elective taught by 6th and 7th grade teachers. Students will rotate into the intervention for a specific period of time to build skills.	Improve all focal group SBAC scores by 20%	Use technology to teach the differentiated needs of students: Khan Academy, Freckle. Use Student-Led Conference Portfolios to assist student in achieving their identified goals and monitoring of work Encourage students to participate in the Beacon After School Program and their Power Hour tutorial program.

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	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?

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		WASC Ch.5
TBD	TBD	TBD

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) 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	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
English Learners 8.2% meet or exceeds standards on SBAC ELA English Learners 10.3% meet or exceeds standards on SBAC Math	Increase the number of English Learners meeting or exceeding standards on the SBAC ELA assessment by 20% Increase the number of English Learners meeting or exceeding standards on the SBAC Math assessment by 20% Increase the number of English Learners scoring at or above proficient on the Reading Inventory assessment by 20%.	Use 3-D Curriculum for instruction in ELD electives. Incorporate AVID strategies in ELD electives. Teach literacy across all content areas and incorporate ELD Standards for universal design. Increase the focus and use of Academic Conversations in all classroom settings (core & elective).

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?
Have not seen the data from a current specific survey.	6th Grade Physical Education students will complete chapters in the Second Step curriculum based on the request from the sixth grade team as to what chapters. Empathy and anti-bullying are the first few chapters and will be delivered in the Fall. Every student at MLK has the opportunity to have the Physical Education classroom with their assigned teacher once a week. The four PE teacher each have the classroom on one day of the week. Second Step curriculum is already in our Physical Education classroom.	Getting the paper worksheets put on Google forms will be done to help all students access the content. Digitally, students will be able to have their translation needs met. *Students that require more time or are absent that day can easily access their PE teacher's Google classroom form from home or a library to complete any unfinished work.

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?

Vision Our vision for a balanced, comprehensive arts program nurtures students to be creative, self-confident, and empathetic leaders who are able to work together. We believe that the arts make us stronger as individuals and as a community by teaching us our unique purpose and value and how our voice and talents connect to the bigger picture. Our arts programming aims to raise student self-esteem and academic achievement through encouraging authentic self expression, exploration, and discovery. In addition, we aim to provide students with multiple opportunities to practice various art forms and practice art making in diverse mediums. We design curriculum, so that students develop their ability to convey their point of view, share their voice, and create artifacts that express their ideas, understandings or discoveries. We work to assist students in developing their capacity to explain artistic choices, conceptual design, process, and products. Arts Integration A key component to the arts program is arts integration, strengthening curriculum and learning through incorporating a variety of creative methods. Arts integration increases student curiosity and engagement by allowing learners to access the material in new ways. Through their experiences with the arts and arts integration at MLK, students will be able to

- explain connections across content areas.
- exercise agency and demonstrate collaboration in creating projects that connect to their community.
- gain a deeper understanding of the role of art, its impact on society, and their own agency as artists.

Creativity Overall, the arts bring out the best in our students. Creativity is arguably one of the most critical skills to prepare our learners for any career they choose in a changing world. Echoed in the words of many of our students are beliefs that arts can communicate ideas, display emotion, calm us down, inspire hope, and uplift communities.

In relation to each section of the "Key Indicators of Successful Implementation": Strategies in Action-Schools: MLK is currently implementing or has in place all "School" Indicators. The biggest area of growth would be to have discrete arts classes available during all periods of the day.

- arts coordinator is in place
- admin provides opportunities for collaboration between arts educators and resource providers
- 1.0, 0.6, 0.2, and 0.2 FTE arts teachers are utilized at the school site within the master schedule
- Arts (Visual), Music, Dance and Media Arts are included in 6th period course offerings.

Strategies in Action- Classrooms: MLK is implementing or is working to strengthen the implementation of all "Classrooms" Indicators

- Visual Arts, Music, and Dance are all included in discrete course offerings.
- Arts integration teaching relates arts learning/practice/understanding to other core subject areas.
- Students are not denied access to the arts for disciplinary or need for remediation.
- Music, art, and dance, and media arts are included in the 6th period course offerings.
- Arts teacher includes "National Arts Standards" in unit planning for discrete arts course.
- Music/Dance TBD.

Integrated arts teaching often includes "National Arts Standard," but the practice of using these as a basis for core lesson objectives could be strengthened.

- Arts teachers use "National Arts Standard" rather than the "California Visual and Performing Arts Standards," however some areas are more highly commonly utilized than others.

This is an area of growth. Strategies in Action- Students: MLK is implementing or is working to strengthen the implementation of all "Students" Indicators.

- 100% of students do not currently have equal access to ALL arts programming at MLK, based on the state mandated minutes for ELD and the scheduling constraints of the bell schedule. (e.g. Students who are required to take ELD, cannot fit a discrete arts course into their schedule because there is only one "elective" period available to each student. However, MLK uses the practice of arts integration into other core academic subjects to provide, artist in residency programs, lunch clubs, and a single 7th period music option in order to provide as much access to the arts to as we can to all students regardless of their mandated courses.
- Our goal is to support 100% of our students integrate creative problem solving into their work through the variety of instructional opportunities discussed in the bullet above.
- Our goal is to support 100% of our students in achieving mastery of the standards (though our site bases assessment on the "National Arts Standards."

Because we have relatively few discrete arts offerings, assessment is sometimes a challenge. This is an area of growth.

Strategies in Action-Schools Possible Shifts/Resources

- Additional funding for a master schedule that can support discrete arts classes within the core curriculum
- Additional funding for discrete arts teachers, so that arts integration program is not at the expense of adding the discrete arts classes
- Set-aside collaboration time for the entire arts department (requires CPT among science, PE, and arts teachers)
- Model/coaching on how to collaborate within the arts, but across artistic disciplines (between dance, media, music, visual arts, and arts integration)

Strategies in Action- Classrooms Possible Shifts/Resources

- Additional funding for additional discrete arts courses within the master schedule.
- Develop a collaboration model where other academic area teachers become more familiar with the "National Arts Standards." Ideally, all teachers would have a focus on arts (similarly to how all teachers have a focus on literacy).
- Additional PD on creating objectives from "National Arts Standards" and effective means of instruction and assessment based on particular focus standards.

Strategies in Action- Students Possible Shifts/Resources:

- Additional funding for a master schedule that could support discrete arts classes for all students
- Continue to seek out opportunities within the school day to address the need for arts instruction like additional arts residencies, clubs, workshops, etc.
- Professional development on assessment in discrete arts areas, as well as within the arts integration model.

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?
	Refer to the Physical Education section in the Central Services Supports Guide.	

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.	How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
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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. <i>WASC Ch.2</i>	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? <i>WASC Ch.5</i>
P.I.T.C.H -- High Equity Gap School AA: SBAC ELA 6.3% AA: SBAC Math 2.1% MLK Middle School is identified as a High Equity Gap School. This designation is related to African American students and their comparative performance to MLKs highest performing group. A discrepancy of 50 percentage points exist for proficiency on Smarter Balance Assessment Consortium (SBAC). MLK has developed a strategy to address the needs of African American students and their performance on SBAC ELA & Math. MLK's Root Cause Analysis examined the role of student and teacher. These aspects were viewed through three aspects or lenses: 1. Internal 2. External 3. Other (Systems, Structure, & Curriculum) MLK's Root Cause Analysis concluded African American students were underperforming academically on the SBAC ELA and Math for the following reasons: Student -Internal: limited reading comprehension skills -External: limited access to resources identified for differentiated needs - Other: sequencing of curriculum to assist in conceptual development Teacher -Internal: Implicit bias -External: need more support with differentiation in heterogenous classroom setting -Other: access to differentiated curriculum	MLK believes, IF WE address the identified internal, external, and other root causes for both students and teachers, through professional development, purchasing of targeted materials, and the specific use of Academic Conversations, incorporating an Academic Conversation Rubric, and providing students with opportunities to self-assess using the Academic Conversation Rubric... THEN WE will see African American students address their specific gaps in literacy (reading comprehension, speaking, listening) and improve their individual, as well as overall group performance, on RI, SBAC ELA and SBAC Math specifically and on any other in-class assessment generally. African American Students will improve their performance on SBAC ELA & Math by 10%.	ASSESSMENT: *Manhood Development Facilitator will need access to American Reading Company's Independent Reading Level Assessment (IRLA) and the library required for achieving reading outcomes for students. *On-going Reading Inventory (RI) assessment to track growth and progress INSTRUCTION: *Teachers will focus on Academic Conversations across content. Students will be provided with multiple opportunities to engage in rigorous conversation related to content specific material. Students will be expected to incorporate power and content vocabulary in their academic conversations *Teachers will use Academic Conversation Rubric to assess students *Students will use Academic Conversation Rubric to self-assess TRAININGS: *Kagan Strategies school-wide PD *Teacher calibration on Academic Conversation Rubric *IRLA Assessment for Manhood Development Facilitator

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) <i>WASC Ch.2</i>	What are your targets/ goals?	What shifts will be required to achieve these goals? <i>WASC Ch.5</i>
Students attending MLK will be exposed to the various aspects of college and career readiness: 6th grade students will visit local community colleges and explore career offerings. 7th grade students will visit local colleges and universities. 8th grade students will have an opportunity for an overnight college tour to Cal State Northridge and UCLA.	100% of MLK's students will experience the full range of California's college system (community college, Cal State System, Private Universities, and the University of California System).	School budget must be aligned to support 100% of the students visiting colleges and universities.

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?

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?

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)
* Whole school implementation of PBL/PrBL * Build teacher capacity to teach literacy across each department/content area * Systematically monitor student learning and adjust instruction * Focus on Academic Conversations	ILT and Culture Club will develop a PD scope and sequence to fit the instructional needs of the professional learning community. The budget will reflect stipends, peer observations, funding for attending targeted workshops, release time for curriculum development, and extended hours for whole school cycles of inquiry.

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.)	-7 students in SDC are mainstreamed 1 or more period per day - 0 students Meeting standards on SBAC ELA	LRE for all students Every student makes one year of reading growth	Inclusion Week Collaborating with general education teachers Pull-out reading intervention PD for general education teachers around running records and literacy instruction
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)		FYIT, Foster Youth, undocumented youth, LGBTQ	Intensive Case Management by SSW Monthly parent meetings with SSW Mentoring for Success Connection with Case Management CBO Groups /Individual Services on site LGBTQ lunchtime groups Peer Resources Support
Student Engagement/ Attendance	15% 2018-2019 Absenteeism Rate	Truant Students Academically challenged students	Weekly Attendance Report, Daily Attendance Progress Report, Monthly Attendance Workshop, Home Visit Report, Truancy Phone Calls, Truancy Parent Conference, Student Truancy Conference, Truancy Letter 1, 2, 3, SART Meeting, SARB Submittal
School Culture/Climate	Student sense of belonging: 58% Feeling safe: 48%	School community Building relationships between students and teachers	Mediations, Restorative circles/conferences. Individual check ins with each student. Push-in support Parent meetings King Bling
Social Culture/Climate			

		<p>6-8 students from 6th, 7th and 8th grade will participate in a weekly SEL reading group with SSW.</p>	<p>Student conferences DIS Counseling F&P pre, mid year, and post group Use of therapeutic flash cards to b... language capacity around feelings 8th Grade Reading Buddies with ER Taylor Elementary School Students will take turns facilitating SEL reading group discussions Once a month students will read about a social issue in the news and write a one page paper describing their feelings about the issue</p>
<p>Wellness Policy</p>		<p>Individuals or organizations selling, serving, or donating food and beverages during the day must be pre-approved in writing by SNS (sfusd.edu/BeWell)</p>	<p>Provide all students equitable access to fresh, locally-prepared, high-quality food regardless of their ability to pay Help mitigate childhood obesity Address issues of hunger in our community Support the development of lifelong healthy eating habits Improve academic outcomes for our students</p>

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
<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other: Samoan Families

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:

• We will work with SFUSD communications to implement School Messenger as an additional tool for staff to communicate with families. • We will continue to support Echo usage as another tool, similar to Synergy. • We will continue to support Synergy as a communication tool. • Student-led conferences will be supported from the team to support communication. • The Team will support closer relationships between teachers and families. • We will continue giving a MLK specific needs survey, analyze results and respond accordingly.

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

• Increased usage of family accounts on Synergy and Echo. • Increase usage of School Messenger by teachers and families. • We will use survey results and use surveys during workshops to support family learning.

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?

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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List 1-3 current or potential community partner(s) who are address these needs.

MLK has over 50 active partnerships in 2018-2019. We will continue to with Yerba Buena Center for the Arts (YBCA), SF Jazz, and Jerry Rosenstein Art Project (JRAP) to provide arts integration in content areas. We will continue to partner with Bayview YMCA, Japanese Community Youth Council (JCYC), University of San Francisco (USF) and Young Community Developers (YCD) to provide academic support during the school day and after school.

What are your specific goals or objectives for these partnership?

YBCA, SF Jazz, and JRAP will continue to provide aligned and co-created lessons with content teachers. Bayview YMCA, JCYC, USF and YCD will continue to provide academic support and connect with teachers to support academic progress for students.

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

We will continue to facilitate monthly collaborative partners meeting where we will build community and align the collective work of partners and teachers to support youth. We will also continue to meet with most partners 3 times a year, in addition to the monthly collaborative partner meetings to ensure alignment and program impact.

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

We will also continue to meet with most partners 3 times a year, in addition to the monthly collaborative partner meetings to ensure alignment and program impact.

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 = \$4,600

Resources will be used to continue supporting small reading groups based on F&P scores; purchase and use Marilyn Burns intervention curriculum to fill in identified gaps in knowledge for students with learning disabilities; purchase supplemental materials to support Project Based Learning for students in the full inclusion program and in our self-contained classroom.

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 = \$58,342

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

Resources for SCG-EL are used to improve the overall student outcomes for English Language Learners. This will be accomplished through funding four positions. The four positions are the Attendance Clerk (\$9,539), Student Adviser (\$14,345), and two ELD instructors (\$26,035). Funding for the three positions are designed to allow English Language Learners access to overall systems and structures at the school site. Newcomer students will receive quality instruction rooted in best practices. The Student Advisor and Attendance Clerk are funded as communication resources for Spanish speaking families attending MLK. They provide Spanish speaking families with access to day-to-day operations at the school site. Both the Student Advisor and Attendance Clerk monitor attendance patterns of English Language Learners and establishes modes of communication to address absenteeism. Although not funded through this resource, our Chinese speaking families are provided access by MLK's Family Liaison, Administrative Assistant and Head counselor positions who are fluent in Cantonese and Mandarin. Positions funded under this resource are responsible for providing two-way communication between the school and Spanish Speaking families. They responsibilities provide Spanish speaking families access to the social-emotional aspects of our school site: Restorative Practices, Pax, truancy, and Food Bank. MLK believes the above expenditures are the best methods to assist English Language Learners with gaining access to core curriculum, allowing two-way communication between school and home, and providing the required scaffolds for ELLs to actively and fully participate in MLK transformation to the more dynamic and rigorous learning environment of Project Based Learning.

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 = \$47,500

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?

Two ELA teachers will receive 0.2 FTE each (\$21,696 per) to support student reading comprehension development. In addition, these two teachers will engage in creating and calibrating rubrics to improve teacher feedback to students in an effort to improve RI scores. Their work will be shared with the professional learning community to inform future practices. The remaining portion of the LCFF will be used to purchase instructional supplies.

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

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

Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$263,752

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?

Literacy across content is one of 3 adult practices identified at MLK. Resources are used to target specific English teachers in an effort to improve English language outcomes for all 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 = \$149,566 (31500)

How do you plan to use these funds?

MLK is in the process of transforming the education process. In our efforts to transform how schooling is done, we focus on high leverage moves to change the existing relationships between all stakeholders within our system. Funds are allocated to address a school wide transformation to a Science Technology Engineering Arts & Mathematics (STEAM) and project based learning school site, incorporating universal design in our ILT and Culture Club teams, strengthen our abilities to function as a Community School, and provide equitable access to all families who have English as a second language. We intend to achieve these goals by funding several positions: \$10,848 for the IRF \$52,003 Attendance Clerk \$28,690 Student Advisor \$17,379 STEAM Coordinator. \$24,950 2 Teachers to focus on School Wide "Sense of Belonging" and "Rigorous Instruction"

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 = \$1,495

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.**

MLK Middle School involves parents through a variety of opportunities. Parents participate as elected members on monthly School Site Council, English Language Advisory Committee. Additionally, monthly Principal Coffee Chats and monthly Assistant Principal Tea Times occur. During School Site Councils and English Language Advisory Committee meetings, parents review relevant student data as well as budgetary priorities for alignment and progress towards identified goals in the BSC. Coffee Chats and Tea Times are used to engage parents in the particular responsibilities and foci of both administrators.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 10/15/2019

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

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

Impact & Innovation Awards = \$34,927

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

To allow teachers the time and resources to infuse literacy into classes, and to provide students with books that reflect their interests and lives in their library, classrooms, and homes. For students to feel passionate about reading, they need ample access to literature that relates to their lives and experiences. Students have had increased voice and choice in the books they read in their classrooms, library and at home, and have strengthened their identities as Readers!

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 = \$100,000 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Continue partnerships with Partners In School Innovation, MindCatcher, and SPARK Program, Inc to support the alignment of MLK's professional learning community, building student and teacher capacity to do project based learning, and to provide STEAM mentorship/work experiences for students who would not otherwise have opportunities.

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 = \$0

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:
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.

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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 checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other <i>(list)</i> Community Schools: 50 different agencies that partner with MLK
<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. <ol style="list-style-type: none"> 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: 2/19/2019
<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: 10/15/2019

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
Samantha Erling	Teacher	
Kayla Pearson	Teacher	
Jackson Whittington	Teacher	
Derrek Bryson	Teacher	
Taniesha Williams	Other Staff	
Angelo Stacruz	Student	
Winnie Zheng	Student	
Jacky Loc	Student	
Flora Lucchese	Community Member	
Rex Ridgeway	Parent	
Cera Clark	Parent	
Michael Essien	Principal	