



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

School	Grattan Elementary School
Principal	Catherine Walter

SCHOOL VISION & CONTEXT

Grattan Elementary is a small, vibrant Pre-K through 5th grade public school located in the Cole Valley neighborhood of San Francisco. We foster critical thinking skills, nurture social and emotional growth, encourage respect for self and others, and inspire a lifelong love of learning. We offer a comprehensive approach to literacy and a complex, common-core-based curriculum in mathematics. Our curricula are also rounded with an array of arts and environmental & computer sciences to support multiple learning styles and deep expression of self.

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

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? *(For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)*
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components**SECTION II: School Data Profile****SECTION III: School-Wide Analysis and Plan**

1. ***Strategies in Action: Instructional Core/Engaging & Challenging Curriculum***
 - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
 - Mathematics Core Curriculum
 - English Language Development (ELD)
 - Other Subject Areas (Secondary Schools, optional for Elementary)
 - College & Career Readiness
2. ***Strategies in Schools:***
 - Leadership, Instructional Guidance & Professional Development
 - Student-Centered Learning Climate
 - Students with Disabilities
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 - School Climate
3. ***Parent-School-Community Ties***
 - Family Engagement
 - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities**SECTION V: Recommendations and Assurances****Supplemental Reference Documents**

- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budget Guide

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the 2015-2016 school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Similar to the revision of our strategic plan, the Balanced Score Card has been updated. As you review the 2016-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of **Transform Learning, Transform Lives**, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

What Has Changed?	Why Has it Changed?
<i>The School Data Profile section has been added</i>	In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.
<i>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</i>	SFUSD's Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001*.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist

To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the [2016-18 School Site Folder](#) found on the "School Balanced Score Card" page by **March 25, 2016**.

1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District's priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.
- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**
- SSC Bylaws
- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. Title I Parent Involvement Policy*

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package

*The 2016-18 BSC template also incorporates your *School Site Council Roster*, *SSC Signature & Assurances page*, and *Title I Parent Involvement Policy* into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.

SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and **schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.**

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school folder look for the folder titled "**SchNum_Balanced_Scorecard_2016-18**". This folder includes the following reports:

Report Title (Description)	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task
CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELD 	Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels
SQII 2014-15 (SQII Performance, definitions, thresholds and targets)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets
Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)	<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 School Profile** (Performance on college readiness indicators)	<ul style="list-style-type: none"> College and Career Readiness 	3-year trend data on SAT, ACT, AP and EAP with number tested and average scores

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to **Illuminate Focal Report List** to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

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

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 shifts will be required to achieve these goals? WASC Ch.5
Grattan uses Readers/Writers' Workshop as the central component of our balanced approach to literacy and assesses our students' literacy development using the F&P. Overall 89% of Grattan students met or exceeded standard. F&P scores show an achievement gap in student performance for African American (57.9% met or exceeded standard), Latino (58.5% met or exceeded standard) and Socio-economically disadvantaged students (57.8% met or exceeded standard). 71% of our students demonstrated proficiency on the SBAC ELA, and (compared to 51% district wide.	Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups.	Grattan will continue to focus on professional development with RWW. Grattan staff will engage in formal cycles of inquiry around workshop instruction/implementation through PLCs facilitated by the Instructional Leadership Team. The focus will be on more structured guided reading instruction as well as implementation of small group work during writers workshop to support the work in mini-lessons. In addition, teachers and staff will include a more explicit focus on Social Emotional factors as we work on student engagement, differentiation and cultural relevancy to better serve our African American, Latino and Socially Disadvantaged students. This will be supported by our social worker, two student advisory positions, and work with our Black Family Caucus.

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 interventions are required to ensure all students reach mastery?
	Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups.	Grattan will continue to invest PTA funds on a literacy support provider, PD for our emerging workshop model, PD around word work and other components of balanced literacy. In addition, we will use the structure of the ILT facilitated PLCs to build the capacity of in-class tier 2 supports.

Grattan's Tier Two intervention for ELA curriculum includes SST plans working with parents, teachers and administration to individualize specific academic and social emotional support strategies. Tutoring, mentors, peer buddies, leveled reading bags, puppy-dog tails, California Literacy and Reading Project phonics screenings, and differentiation all are used within Grattan's tier two academic supports.

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

Analysis of results for Language Arts-Focal Group	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>F&P scores show an achievement gap in student performance for African American (57.9% met or exceeded standard), Latino (58.5% met or exceeded standard) and Socio-economically disadvantaged students (57.8% met or exceeded standard).</p>	<p>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups.</p>	<p>In addition to the core academic interventions required to redress the achievement gap, Grattan will need to continue to have equity-centered conversations about how our collective and individual identities intersect with our professional practice. If we never change how we teach, relate to students and families across difference, or develop our understanding of cultural relevancy, no amount of "more of the same" will result in different outcomes for our focal students. Will dedicate both site and PTA funds to send a group of 4-5 teachers/staff to SF-CESS professional development in the summer of 2017. These teachers will then become leads in this work.</p>

Mathematics Core Curriculum

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

Analysis of Results Mathematics-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?
<p>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</p> <p>Grattan has been implementing the SFUSD math curriculum binders with fidelity, K-5th grade for two years. 63% of students met or exceeded proficiency on the SBAC Math assessments whereas 50.5% meet or exceed proficiency district wide. 75.4% Grattan student's met or exceeded standard on the IAB-Math. Qualitative feedback from families at conferences and SST meetings shows that overall most kids find the complex problem solving and written explanations of mathematical reasoning to be super challenging.</p>	<p>Overall, our goals around math are to increase student efficiency with written expression with mathematical tasks as evidenced through teacher observation and to increase the proficiency with performance tasks.</p>	<p>Grattan staff are engaged in an ongoing professional development series, led by peer math leaders, focusing on supporting student problem solving and deepening teacher practice supporting academic discourse through the use of Daily Math Talks. In addition, the staff will use grade-level common planning time move deeper into teacher questioning throughout lessons and how that supports increased engagement. Implementing the teaching strategies as laid out in the Teaching Tool Kit will be a focus.</p>

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

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
<p>Grattan has been challenged in developing meaningful Tier 2 intervention strategies beyond small group classroom instruction, afterschool tutoring, online interventions software and parent teacher support plans through the SST process.</p>	<p>Overall at Grattan, we continue to have math proficiency scores that do not match our ELA success. Our achievement gap for our Latino, African American and SES students however is comparable between the two disciplines. Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups.</p>	

Grattan will need to continue with our current math PD plan really focusing on instructional questioning and small group work, as well as develop a more robust support structure for our targeted students. As the vast majority of our students are enrolled in our on-site after school program, we will work to have day-time staff facilitate workshops so after school staff have the training to support the new curriculum during homework time. In addition, we will look for opportunities to develop a series of family workshops so our families feel confident that they can support their children's development of basic skills and complex problem solving.

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

Analysis of results for Mathematics-Focal Group <small>WASC Ch.2</small>	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? <small>WASC Ch.5</small>
<p>IAB-Math scores show an achievement gap in student performance. Overall Grattan scored 75% met or exceeded standard. But when comparing subgroups: for African American (60% met or exceeded standard), Latino (66% met or exceeded standard) and Socio-economically disadvantaged students (58.1% met or exceeded standard) as apposed to multiple races (78.6% met or exceeded standard), and white students 79.4% met or exceeded standard).</p>	<p>Overall at Grattan, we continue to have math proficiency scores that do not match our ELA success. Our achievement gap for our Latino, African American and SES students however is comparable between the two disciplines. Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups.</p>	<p>In addition to the core academic interventions required to redress the achievement gap, Grattan will need to continue to have equity-centered conversations about how our collective and individual identities intersect with our professional practice. If we never change how we teach, relate to students and families across difference, or develop our understanding of cultural relevancy, no amount of "more of the same" will result in different outcomes for our focal students. Will dedicate both site and PTA funds to send a group of 4-5 teachers/staff to SF-CESS professional development in the summer of 2017. These teachers will then become leads in this work.</p>

English Language Development (ELD)

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

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

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) <small>In a narrative, describe what your analysis of the data says about your school.</small> <small>WASC Ch.2</small>	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery? <small>WASC Ch.5</small>
<p>Grattan has a small English Learner population <8% overall. 28 of our EL students scored Intermediate to Advanced while only 5 students scored beginning to Early Intermediate.</p>	<p>As we monitor EL students' language development, our goal is to ensure at least one level of growth per year on the CELDT assessments.</p>	<p>4 of the 5 ELs scoring Beg/EI are non-verbal students in our SDC Autism classrooms. These students' language needs are being addressed through the IEP process via a specialized learning environment and direct services with a speech pathologist. The 10 students who are scoring intermediate receive explicit ELD instructions through a leveled, multi-sensory research based program weekly. The early advanced and Advanced students' ELD needs are addressed within the ELA RWW curriculum and supported through the SST process where appropriate.</p>

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students <small>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</small> <small>WASC Ch.2</small>	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? <small>WASC Ch.5</small>

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

<p>Narrative describing college going culture (using indicators suggested above) WASC Ch.2</p>	<p>What are your targets/ goals?</p>	<p>What shifts will be required to achieve these goals? WASC Ch.5</p>
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Elementary Schools

What is your plan for promoting college and career readiness?

Supporting families in taking part in the Kinder to College Savings Plan has been a priority for Grattan. We will continue to support this program through information and form collection at Back to School Night and other PTA/Community events. Grattan has partnered with the science department and we will be offering monthly NGSS PDs to staff supporting instructional practices regarding STEM integration. In addition, Grattan will continue to allocate resources for technology both within the classroom settings and in our school-wide computer lab.

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?

Grattan Elementary is continuing to design and deliver a complex, site-based approach to professional development that is data driven and student centered. Multiple teams specializing in various disciplines work with the Instructional Leadership Team to administer needs assessments, identify site based resources, and design research based protocols for implementing sustained PD experiences for the teachers and staff. The School Site Council, Union Building Committee, Parent Teacher Association, and Instructional Leadership Team all have had input into the PD planning process. Structures that support PD at Grattan include: faculty meetings, grade level meetings, common planning time, ILT meetings, as well as site based and external seminars and series. Site PD priorities will be matched with strategies articulated in the BSC by Grattan's SSC so that PD development is focused on improving site systems, teacher practice, and student achievement for all, especially our focal students. Site priorities include Readers/Writers' Workshop Model, the Common Core Math Curriculum, Social Emotional Curricula, and PD such SF-CESS to support our ability ensure social justice is a reality. The overarching theory of action behind the PD design is to shift beliefs and practice such that we can interrupt the predictive powers of demographics that sustain our achievement gap.

<p>School-Wide Action Step(s)</p> <p>The ILT will develop a long term PD plan based on the site's instructional vision. This PD plan will be carried out through common planning time, grade level meetings, and staff meetings. In addition, there will be resources set aside for off-site PD opportunities that support our instructional vision as well as individual teacher's personal growth through investments in National Boards, autism certification and other related endeavors.</p>	<p>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</p> <p>Site funds, PTA funds, QTEA funds and private funds all contribute to Grattan's PD matrix.</p>
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Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all

students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices	Our survey data results indicate an exemplary SPED program at Grattan. Our inclusive practices yields success in classrooms and in the overall community. Our students with specific learning differences receiving resource supports under perform their typically developing peers on assessment profiles.	Our goal is to ensure equity of access to the curriculum for all students receiving SPED and 504 services.	Grattan uses Coteach as a SPED services program model. We aim to maximize our resources for maximum benefit through the prioritized master schedule, PD for all staff, supplemental tier two curriculum for academic as well as social emotional learning.
Student Engagement/ Attendance	6.3% of our students are chronically absent. However, we have a large gap with our focal groups with 23.8% of African American students, 17.1% of our socio-economically disadvantaged students, 14% of our Hispanic/Latino students and 13.6% of our SpEd students being chronically absent.	Our goal is to ensure improved time in class for all students however particularly our focal groups.	We plan to do this through community outreach with our social worker and SSTs for chronically absent students.
School Climate	Our school climate is inclusive of diverse family and cultural make ups. There is a collective mindset that helps support our inclusive climate.	We strive to ensure that all members of the community feel included in the school culture and climate.	All leadership teams (SSC, PTA, ILT, UBC, Faculty, SPED leads) will engage in equity centered conversations using protocols and strategies designed by SFCES throughout the year. We will support this work to continue into our after-school program with the addition of day-time staff on the after school board.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school's key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with [SFUSD's Family Engagement Standards](#)

Family Engagement: Your school's family engagement strengths and challenges (And how you know...)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement

Narrative describing Parent-School-Community culture Who you are reaching/ missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)	Targets	Strategies & Impact What is the strategy & how will you know you were successful?
Grattan has a vibrant Parent-School-Community culture where volunteerism, home school collaboration, shared parent leadership are key components to our overall success.	We strive to ensure that all members of the community feel included in the school culture and climate.	

		<p>The SSC and PTA will continue to use equity centered conversations using protocols and strategies designed by SFCESS throughout the year to ensure that all students and families are represented by the representative parent leadership.</p>
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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 = 1,887,378

We will invest this money into the salaries and benefits for our amazing teaching staff. The remainder will be used for instructional materials and supplies.

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

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

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

Allocation = 12,847

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

We will use these funds for supplemental ELD materials and instructional support/coaching for our ELD program.

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 = 0

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 (TIIG) 07940

Allocation = 0

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?

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

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

Categorical Expenses

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

Title I = 0 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: 0

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

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

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

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

Impact & Innovation Awards = 29,000

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

We are using our QTEA grant to support students with autism to create meaningful connections across difference. This project will include integrated drama groups, a school wide performance of Where the Wild Things Are with neuro-dissonant partnerships, PD for SPED leads and Gen Ed classroom teachers, and materials and technology to support emotional acuity for tier two and Tier three 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)

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 = 0 (as applicable 16-17)

Identify Sub-group & specific actions

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

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

QEIA Carryover = 0

How do you plan to use these funds?

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = 250,000

How do you plan to use these funds to support your school-wide actions?

Our PTA raised funds will be used to support Literacy, Gross Motor, gardening, enrichment, computer arts, professional development, teacher release time for professional development work and peer 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*)

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:

Two to three high leverage strategies that will be accomplished:

Classwide SSTs, individual SSTs, Social Skills Intervention Groups, PD for teachers on social emotional curriculum, family crisis supports.

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 (list) <i>Instructional Leadership Team, UBC, PTA Board, Black Parent Caucus Leads</i>
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <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 25, 2016.
<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: <i>9/19/2016</i>
<input 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: <i>9/23/2016</i>

School Site Council Roster and BSC/SPSA 2016-2017 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")

Name	Role	Signature
Catherine Walter	Principal	
Jacqueline Maguire	Teacher Chair	
Amy Pallatz	Parent Chair	
Craig Bellarosa	Parent	
Troy Beckwith	Teacher	
Rosemarie K	Teacher	
Michelle Jacques-Menegaz	Community Member	
Samantha Dionne	Parent	
Naheed Misfeldt	Parent	
Jim Angelus	Parent	
Anna Almberg	Parent	
Ekta Kumbhani	Teacher	