

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS

2018-2020 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 vibrant Pre-K through 5th grade public school located in the Cole Valley neighborhood of San Francisco that serves approximately 450 students. Our racial make-up is as follows: 56% White, 16% identify as two or more races, 11% Unknown 10% Hispanic, 5% Asian, and 4% Black or African American. 12% of our student population are socio-economically disadvantaged youth, 9% of our students received Special Education services, and 6% are English Language Learners. Grattan fosters critical thinking skills, nurtures social and emotional growth, encourages respect for self and others, and inspires life long love of learning. Our top priority is to continue our work of supporting all our students effectively and closing our achievement gap. We have a robust Special Education program that meets students where they are and fosters inclusion across difference. We believe that all students benefit when students receiving special education services are with typically developing peers. We offer a comprehensive approach to literacy and a complex, common-core based curriculum in mathematics, and professional development is aligned to implementation of these key academic areas. Our curricula are well-rounded with an array of arts and environmental and computer sciences to support multiple learning styles and deep expression of self. We continue to work to close the achievement gap, specifically for our socio-economically disadvantaged youth that are not meeting at standard at the same rate of their peers as measured by the SBAC and that are also overrepresented in our long term English Language Learners.

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

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

SECTION I: Overview and Key Components

Overview

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

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

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

Grattan's focal groups for Language Arts are our long-term English Learners, Socio-Economically Disadvantaged Youth, Hispanic/Latino students, and African American students.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
	We must continue to work toward closing our achievement gap. We will work toward a target of 10% gains with the performance of our Socioeconomically Disadvantaged students, Latino, and African American students. We will specifically monitor individual students through out the year with district interim assessments to ensure we are adjusting supports and interventions based on up to date need.	Teachers utilize a variety of instructional practices to ensure all students have access to the curriculum and reach mastery. These practices include but are not limited to: workshop model instruction, small group instruction, 1:1 conferencing, homogeneous and heterogeneous fluid instructional grouping, and on-going daily informal assessments to inform instructional moves. In addition, we will build our capacity with culturally relevant pedagogies.	

<p>75% of students met or exceeded standard on the '17-'18 SBAC which was over a 4% gain from both '16-'17 and '15-'16 results. However, when looking at F & P data, which Grattan uses K-5 over 80% of students are meeting or exceeding benchmark yet only 40% are meeting or exceeding benchmark on IAB writing tasks. In addition, we have a significant achievement gap in student performance in relation to all language arts measures. The achievement gap remains consistent across assessments. Although we saw a 22% increase in our economically disadvantaged youth on the SBAC there was still a 25% gap when compared with their non-economically disadvantaged peers. We also see a similar gap when looking at African American student performance - 46% tested at proficiency or above and our Latino and Latina student performance - 53% tested at proficiency or above. Although we saw growth in all our targeted subgroups - AA (9%), Latino (7.5%) and Economically disadvantaged (22%) our gap continues to persist in language arts performance. Thus, we will be closely evaluating the interventions we put in place and expanding on those and reallocating resources used in interventions that are not providing results.</p>		<p>Grattan will continue to focus on professional development of readers and writers workshop implementation, with specific focus on the former. We will build off of our newly purchased Heinemann classroom libraries to ensure every student has access to and is reading books at his/her instructional and independent levels. Teachers will continue to implement 1:1 conferring in both readers and writers workshop to provide targeted individualized feedback. Small-group instruction will occur routinely during language arts instruction to ensure students receive support at their level. To this end we will prioritize small class size and allocate site and PTA monies to fund an additional classroom teacher in the 4th and 5th grades. Grade levels will spend grade level planning time to ensure there is a more consistent implementation of key strategies such as interactive read aloud, guided reading, conferencing, etc. as well as dedicated time to reflect on student assessment data. Teachers and staff will include a more explicit focus on cultural relevancy to better serve our African American, Latino, and Socioeconomically Disadvantaged students. The site will partner with SF-CESS to support race and equity work throughout the year. This partnership will be during three yearly ILT full release days and at one staff meeting a month. The goal will be to foster more culturally responsive teaching.</p>
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>We continue to see growth in students F & P results K-2 that are initially scoring below benchmark who then work with our literacy specialist. We also attribute this stronger readers workshop implementation last year as well as our Co-Teach program that places SpEd teachers in the general education setting to deliver services. However, writing scores and SBAC scores continue to demonstrate a significant achievement gap with our targeted sub-groups.</p>	<p>Our primary goal is to foster 10% gains for our Socioeconomically Disadvantaged students, Latino, and African American students as demonstrated by Interim writing assessments and 2018 SBAC results. In addition, our performance goal is to specifically target students that are just below benchmark and move them to proficient.</p>	<p>Administration, teachers, and social worker will continue to run our Classwide SSTs that take place by mid September to ensure we monitor all students and ensure supports roll-over into the new school year. We will continue to have our reading support teacher work with our identified K-2 students. GenEd and SpEd teachers will continue implementation of co-teach to support additional students in general education settings. Administration, teachers, and support staff will deepen our partnership with Grattan After School Programs (GASP) tutoring to support target skills not homework completion. In addition, we will prioritize students that are falling just shy of benchmark and are needing that extra boost. Grattan classroom teachers will provide the after school tutoring through GASP to ensure alignment with grade level content. Classroom teachers will work toward more routine and consistent small group/individual instruction in the classroom - guided reading, conferring, etc. that is based on up to date assessment data. In order to support this small group instruction we will prioritize funding a class size reduction teacher for the 4th & 5th grade classrooms. We will continue our community partnerships with Puppy Dog Tails and the JCC Reading Tutors to offer 1:1 supports for identified students.</p>

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):

Grattan's focal groups for Math are our Socio-Economically Disadvantaged Youth, Hispanic/Latino students, and African American students.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
<p>Our SBAC math scores saw a 5% increase overall for the '17-'18 school year with 69% of students at or above proficiency. Although we saw over a 30% increase in performance for our Socioeconomically Disadvantaged students with 58% at or above proficiency and a 27% increase for our African American students with 46% at or above proficiency a significant gap still persists when compared with their white peers. We saw a 4% drop in the performance of our Latino students from 45% in '16-'17 to 41% in '17-'18. In addition, we continue to see a significant drop in the performance of our 4th graders when compared to their own scores in 3rd grade.</p>	<p>Overall, our goals for math are to increase the performance of our 4th grade students as compared to their 3rd grade performance and continue that upward trend as they move into 5th grade. Also, we want to continue to increase the performance of our socio-economically disadvantaged students and our African American students. Will will target resources to support the growth of our Latino students by 10% or more as measured by SBAC and district interim assessments.</p>	<p>Teachers will continue implementation of SFUSD core curriculum. The site will allocate one release day per trimester for grade levels to work with a math coach (either district or contracted coach) to align instruction/curriculum to common core standards. The site and PTA will allocate funds to add additional coaching days to our 3-5 team to determine how to best support the transition from 3rd to 4th grade. The site will partner with a math coach to analyze the performance of other schools with similar demographics yet higher performances and provide release days to observe math instruction at these sites. Teachers will continue to implement key instructional practices - math talks, three read, use of manipulatives, visual supports, exit slips for daily informal assessment, etc</p> <p>Teachers will continue to pull small groups for targeted math instruction. In order to do this we will prioritize funding to support an additional classroom teacher in the 4th and 5th grades. The site will work with math lead teachers and a math coach to offer a series of caregiver math nights, one every other month, to teach families the new math skills being taught in the classroom.</p>	<p>SpEd teachers will continue to work with GenEd teachers to implement co-teach to ensure special education resources have a greater impact. The site will continue to contract with an inclusion specialist to support both our SDC and GenEd classrooms who support students with IEPs. The site will contract with a math coach several hours a month to work with ILT to help develop stronger math interventions for Tier 3 supports. Administration and staff will seek out professional development opportunities for culturally-relevant teaching practices. The site will partner with SF-CESS to support race and equity work throughout the year. This partnership will be during three yearly ILT full release days and at one staff meeting a month. The goal will be to foster more culturally responsive teaching.</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>We can see positive impact with the interventions we have put in place by the 34% gains for our socially economically disadvantaged students and 27% gains for our African American students. However, the question is why have these interventions not equated to gains for our Latino students?</p>	<p>Our performance goals are to see 10% or more increase in our Latino student performance as well as continued growth for our socio-economically disadvantaged students and our African American students. In addition, we want to see an increase in student performance as they move from 3rd to 4th grade.</p>	

		Administration, teachers, and social worker will continue to run our Classwide SSTs that take place by mid September to ensure we monitor all students and ensure supports roll-over into the new school year. We will continue to have our reading support teacher work with our identified K-2 students. GenEd and SpEd teachers will continue implementation of co-teach to support additional students in general education settings. Administration, teachers, and support staff will deepen our partnership with Grattan After School Programs (GASP) tutoring to support target skills not homework completion. Teachers will implement more small group instruction based on on-going monitoring to re-teach/support struggling students. In order to support the small group instruction we will continue to prioritize funding a class size reduction teacher for the 4th and 5th grade classrooms. The site will contract with a math coach to provide professional development for several hours a month to work with grade levels to ensure instruction is aligned to Common Core Standards. We will provide translation services and actively encourage our Spanish speaking families to attend our family math nights.
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SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
K-5 classrooms are implementing the one Amplify unit that was given to them through the district science department. Teachers are continuing to use the FOSS curriculum for the other two units and modify with additional materials to ensure we are meeting NGSS standards. Our PK-2 program will also utilize our outdoor garden with our Garden Specialist to support and supplement NGSS instruction.	Our target goals are for all students to reach benchmark in NGSS standards. We will utilize the Amplify curriculum to monitor and track progress as well as modified FOSS assessments.	Grade Level Common Planning Time has been allocated to work with grade level colleagues to digest and plan the new Amplify curriculum. We have a K-2 and 3-5 Science Rep that attends district Science meetings and facilitates PD on site. In addition, grade level teams will continue to adjust and modify the FOSS curriculum that we are continuing to use to ensure NGSS are covered.

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)?	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

WASC Ch.2		
Our data show that our the majority of our ELL students are progressing with English Language acquisition at a typical rate. Our ELPAC data shows significant growth in our English Learners, specifically students that were designated long-term ELs. All (5) but one were reclassified this fall. The ELPAC data also shows that are ELs who made little to no improvement are also our Special Education students. However, our data also reflects that it takes our Latino students longer to become proficient than other students and that we need stronger intervention early on for these students when they come to us in Kinder.	Our goal is to identify and monitor LTEL students on a more consistent basis to enhance performance by 5-10% on SBAC, IDA, F & P results and ensure at least one level of growth on the ELPAC.	The ILT will focus on ELD instruction as one of its top three priorities for 2018-19 school year. In turn, grade level meetings will target best practices once a month as facilitated by ILT grade level rep to enhance the quality of our Designated 30 minutes/day ELD instruction. Two PDs for the 2018-2019 school year are planned to unpack the Wonders curriculum and how to utilize during ELD instruction. Administration, teachers, and social worker will identify students during classwide SSTs for ongoing language development monitoring focusing on K-1 to ensure access to early intervention. The site will utilize our literacy specialist to include a four day a week intensive language group to support our K/1 ELs, specifically our Latino students. The site will deepen its commitment to develop a more robust and inclusive ELAC committee focused on connecting with our Spanish speaking families. We will build the school library to support home languages and create a circulation plan to get books home in students home languages for evening read alouds. We will utilize software to support our newcomers for both independent work time and teacher instruction.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What 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?
Feedback from our SEL Survey/Community Feedback Meeting/Teacher Surveys indicate: The vast majority of students, families, and staff feel safe and supported at school. However, families would like to see more home school communication regarding health and safety lessons as well as safety protocols implemented at school. Second Step is implemented inconsistently across grade levels. Health Core Curriculum lessons are being taught consistently in K-5 classrooms. Grattan's "Caught in the Act" program is well received by students, families, and staff and is viewed as greatly impacting behaviors. More consistent support and clear definitions of expected behaviors need to be implemented by support staff.	Based on our data we need more effective family outreach regarding our Health Education curriculum. Second Step will be implemented consistently PreK-5 throughout the school year. Formal training will be given at the beginning of the year for support staff regarding rules and behavior expectations with a follow-up training mid-year.	Grattan will utilize the Health Advocate to create a partnership with PTA to dispense information to families. In addition, the school safety committee will create a page on the school website to foster more home-school connections regarding safety protocols. Grattan will use our ILT/grade level meeting structures to ensure the implementation of Second Step in every classroom PreK-5. We will focus one PTA meeting on sharing the second step pedagogy with families early in the school year. Administration will use creative scheduling to ensure all support staff undergo formal training in "The Grattan Way" and have an understanding of the language and problem-solving strategies in Second-Step.

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?
	Our goals are to provide these arts learning opportunities to all students. We especially highlight the different learning styles of our SPED students through arts education.	In order to create the spectrum of arts education at our school, we use site funding to support VAPA to all K-5 and SPED classes. Through PTA funding we are able to offer the ADAPTS program and the partnership with the local muralist/mosaic artist.

Our school values a variety of learning opportunities through arts education. Our VAPA program is offered to our K-5 students weekly, and our Music director supports our PreK and 4th and 5th grade students in instrument and music education. Students participate in dance curriculum from different cultures and generations, and learn about, as well as create, visual arts from different cultures, art media styles, and time periods. Our school collaborates with the SF Symphony to provide in-house performances for K-5 and lessons as well as field trips to the Symphony. The SF Ballet collaborates with the 3rd grade and offers ballet education through in-house weekly lessons for trimester two. The ADAPTS theatre program offers integrative arts education to our general education students and our SPED students. Students work together to create a culminating project highlighting the learning styles and skills of our SPED students. Our school also partners with a local muralist to facilitate student-created murals and mosaic art on our site for beautification.

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 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.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
Our school community supports a balanced approach to the elementary school experience. Physical education is equally important as academic, social/emotional, and enrichment learning for our students.	Grattan will continue to provide 200 minutes of physical education instruction from a credentialed teacher per every ten-day period. Additionally, K-5 students will participate in an annual Fun Run. 4th and 5th grade students will train and continue their facilitation of Field Day. All students will participate in the annual Field Day of PreK-2 and 3-5 graders. Our SDC classes will continue their participation in Special Olympics. All K-5 students will participate in dance with the VAPA dance instructor and 3rd grade students will dance with the SF Ballet instructors.	0.8 SFUSD PE Instructor PTA funded Gross Motor Consultant 0.2 SFUSD VAPA Dance Instructor SF Ballet Partnership PTA organized Fun Run

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

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

Our schools focus on providing technology access through our innovative computer lab supports 21st century computer and engineering skills. Our community outreach and support for the Kindergarten to College savings account program promotes college 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?

Site-based professional development goals will come out of our BSC and the work the SSC, ILT, and staff do to identify areas of concerns and planning strategically to address key areas of concern. A theme that will be woven throughout all of the PD the staff engage in will be a focus on student work and how that must drive instruction.

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)
Our Instructional Leadership Team will have release days, one per trimester to develop site with PD, specifically plan and build agendas for grade level common planning time each week. The ILT will spend time learning about how to facilitate ROCI cycles in order to lead their grade level teams on cycles of inquiry in both writing and math. We will utilize a math coach to lead grade level teams in a half day per trimester that will focus on our SFUSD curriculum and CCSS. The site will have a three year plan to send all teachers (we currently have about 20% that have attended) to SF-CCESS iGroup training to address race and equity work that needs to take place on site to better address the achievement gap. We will continue to provide support for teachers interested in attending Teacher's College Summer Reading and Writing institutes. We will continue to direct site resources to support common planning time that will be facilitated by ILT reps from each grade level.	The PD will be sourced from a combination of site budget and PTA funds. We will also utilize Prop A funds for work done by both paraprofessionals and teachers done beyond their contractual hours.

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate			
	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Our 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 when compared to their typically developing peers on assessment profiles.	Our goal is to ensure equity of access to the curriculum for all students receiving special education services and those with 504 plans. We will look for growth in assessments as well as growth in informal observations as reported by classroom teachers and families.	Grattan uses co-teaching as a Special Education service program model. We aim to strategize our resources for maximum benefit through our master schedule that prioritizes our SpEd services.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Although we saw significant gains for our socio-economically disadvantaged youths data shows doing so must continue to be a priority.	Our goal is to provide consistent readily available supports and services to our at risk students and families. We also want to target 10% or greater gains as measured by SBAC and district interim assessments.	Grattan will continue to partner with ACCESS Institute to provide 1:1 therapy for eight identified students once a week throughout the school year. We will continue to run our opt-in "Pride Club" for 4th and 5th grade students. The school social worker will play a more active role in reaching out to at-risk families and developing a home-school connection.
Student Engagement/Attendance	We saw a 2% drop in chronic absenteeism last year. However, there was an increase for our EL students. Many of our affluent EL families take time away from school for family visits and travel. A significant number of our socioeconomically struggling families are chronically late to school.	Our goal is to continue to see less recreational travel during school time. Also, we want to see a drop in tardies and unexcused absences of our focal group.	The social worker, student advisor, and administrator will continue to meet with our CWAL every four weeks to review attendance and develop individualized plans to support specific families. The site will also do outreach through the weekly news letter reminding families of district attendance policies and how important it is for children to miss school unnecessarily. The principal and student advisor will work directly with specific teachers to foster and develop caring and supportive relationships with families that are chronically late as this appears to be our most effective intervention to date.
School Culture/Climate	Our SEL survey indicates that 92% of families and 92% of staff have a positive outlook on our school culture and climate as compared to 76% of our students.	We strive to create an inclusive environment where all our families and students feel welcomed and valued. Our goal is to support participation in after school events and parent community boards that more accurately reflects the racial and ethnic make up of our site. We will also work to ensure there is translation at all our community events.	The race and equity work that the staff is engaging in through our partnership with SF-CESS will be utilized in all leadership teams (SSC, PTA, ILT, UBS, Faculty, and SPED leads). The goal will be to engage in equity centered conversations through the use of relevant protocols as we work to develop interventions and allocate resources.
Social Culture/Climate			
Wellness Policy	Our data indicates a strong Wellness Policy. There are clear nutrition and physical activity expectations for students and families. We've seen an increase in healthy snacks brought for both celebrations and individuals in the last two years. In addition, physical activity has been incorporated into classroom during academic instruction. However, our PK does not implement these policies with the same level of consistency. Nor do our PK families exhibit the same level of buy-in as our K-5 families.	Our goal is to take our K-5 wellness policy and structures we've put in place and adapt it for our PK program. Another goal is to provide healthy snacks for our at risk students on a daily basis.	The school Health Advocate will work with the Administration to develop a plan to support our PK community in implementing our Wellness Policy. Administration and Health Advocate will work with the PTA to create a Healthy Snacks Program.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on. <ul style="list-style-type: none"> <input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other: socio-economically disadvantaged
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
<p>Grattan staff will work to cultivate 1:1 relationships with identified families to create stronger home-school connections. We will operate under the premiss that when families feel welcome and valued at school they will be more likely to participate. Staff will then personally reach out and invite specific families to events such as PTA meetings, SSC meetings, etc to try and have more equitable representation. These relationships will also be used to support improved student attendance. The protocol will be for teachers to first reach out to families prior to hearing from administration. The site will continue to fund sending staff to SF-CESS during the summer of 2018. In addition, we will fund the new PTA president to attend alongside staff.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>We will look at community meeting/event attendance, school climate surveys and attendance data.</p>	
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 type="checkbox"/> Behavioral Health & Wellness <input 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 type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
GASP Treehouse Tribes Storyteller	
What are your specific goals or objectives for these partnership?	
<p>Grattan will collaborate with the after school providers to continue to use the extended day for academic support.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>Grattan staff will continue to invite after school providers to professional learning meetings (Google PD, Professional Boundaries between Staff/Students, Second Step PD).</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	
<p>Grattan will measure the impact through survey feedback on after school programming and will track attendance in these after school programs.</p>	

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 = \$3,050

Grattan will continue to contract with an Inclusion Specialist to support our students receiving special education services within the general education setting. Supports will include 1:1 teacher coaching, creation of support materials and continuation of our developing our sites google drive of these materials.

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

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

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

Allocation = \$11,765

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

These funds will be used to support additional hours for our literacy specialist to run intensive ELD pull-out focused on our long term English Language Learners. Remaining funds will be used to augment materials to ensure more equitable access to curriculum.

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 = \$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 (TIIBG) 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)

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 = \$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 =

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 = \$0

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

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

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

Principal's Innovation Fund = \$0 (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

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

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

Equity Grant =

Identify Sub-group & specific actions

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = \$280,000

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

PTA Funds will be used to honor our commitment of small class size in order to implement effective small group/workshop model instruction in the 4th and 5th grades. In addition, it will be used to contract with an outdoor educator to support the implementation of the new science standards, fund a part time literacy specialist to provide additional Tier 2 reading interventions and intensive ELL supports for our long term ELL students, and fund a computer lab paraprofessional.

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 RtI 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.

Classwide SSTs in the Fall with formal follow-up in January. Intentionally build relationships with marginalized families in order to support better attendance and participation in community events. Run various weekly social groups to support social/emotional development of at-risk students.

SECTION V: Recommendations and Assurances

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

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

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other (<i>list</i>) ILT
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/17/2018
<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: 9/17/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

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

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

Name	Role	Signature
Cate Walter	Principal	Cate Walter
Donna Lee	Teacher	Donna Lee
Ekta Kumbhani	Teacher	Ekta Kumbhani
Troy Beckwith	Teacher	Troy Beckwith
Antonia Haggerty	Para	Antonia Haggerty
Mike Johnson	Parent	Mike Johnson
Jennifer Hauth	Parent	Jennifer Hauth
Marjorie Powell	Parent	Marjorie Powell
Jim Angelus	Parent	Jim Angelus
Chrystal Ellis	Community Member	Chrystal Ellis