



School Plan for Student Achievement (SPSA)

School Year	2020-2021
School Name	Grattan Elementary

County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
38684786041115	[03/24/2020]	[MM/DD/YYYY]

School Plan for Student Achievement (SPSA)

Section 1

Purpose and Description

Briefly describe the purpose of this plan. Select from Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) or Schoolwide Program. Type an 'X' next to the item.

If your school does not have a specific Every Student Succeeds Act (ESSA) designation of Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI) or Additional Targeted Support & Improvement (ATSI), you are Schoolwide Program.

	Comprehensive Support & Improvement (CSI)
	Targeted Support & Improvement (TSI)
	Additional Targeted Support & Improvement (ATSI)
x	Schoolwide Program

Briefly describe the school's plan to meet ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Choose subgoals from [Student Achievement](#), [Access & Equity](#), and [Accountability](#) ([LCAP Goal Abbreviations](#))

Student Achievement Subgoals

[Describe the school's plan here]

Access & Equity Subgoals

[Describe the school's plan here]

School Plan for Student Achievement (SPSA)

Accountability

[Describe the school's plan here]

Section 2

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Describe the **Involvement Process** for the SPSA and Annual Review and Update.

Multiple measures were taken to consult with stakeholders in the planning process for this SPSA. Teachers and families reviewed schoolwide data throughout the process beginning in August 2019. The Teachers participated through grade/department level feedback and responses to focal questions, through on-line surveys, and via Instructional Leadership Team representatives as well as teacher voice on the SSC. K-5th grade students participated in guided class discussions to facilitate feedback. Families participated in a survey to determine spending priorities and focal areas. Focal groups were created based on our least reached students and these families' responses were weighted heavier as the SSC and ILT determined priorities.

Section 3

Comprehensive Needs Assessment

What are we trying to improve?

Explore Data

School Plan for Student Achievement (SPSA)

Exploring data is a first step in understanding the problem. How have your contexts, practices, and outcomes changed over time? Where and for whom do your data reveal bright spots or opportunities for growth?

Some types of outcome data that you may consider using include:

- Academic data
- Socioemotional and behavioral data
- Culture-climate measures
- Self-assessments
- Surveys
- Classroom Observations (Instructional Rounds, Learning Walks, Walkthroughs, Informal Observations)
- Focus group feedback

Data can also include information you have about the user's experience or how current routines are being performed. Some tools you can use to help you gather and organize such information include: [Empathy Interview](#), [Journey Map](#), and [Process Map](#).

Identify Focus

Narrowing your focus after exploring data is an important step for maintaining coherence in your work. While you probably have many goals, your improvement project may focus on just one or two, so that the team can dig deep into that particular challenge for the sake of being disciplined about the learning process.

Analyze Causes

Building on the data you have gathered about potential problems in your area of focus, you can now explore those problems in more depth. Exploring multiple interconnected causes can help guide your thinking before you brainstorm possible change ideas and thus prevent jumping into solutions prematurely.

Two simple cause analysis tools are the [Fishbone diagram](#) and the [5 Why's](#) protocol. You can use either one alone, or both in combination.

What data did you look at?

We looked at various data points including: F&P and RI, IWA, ELA and Math SBAC, attendance, SST referrals, Intervention program data (ARTIF, Math Coach) teacher, student, and family feedback and focal group feedback. All of this data was framed in the context of our Mission Statement which is to "interrupt the status quo of public education to ensure every child has equitable access to the knowledge, tools, and love they need to transform themselves, their communities, and the world around them."

Although our schools overall average for students meeting or exceeding standard in SBAC was 67% for ELA and 72% for Math we see a huge opportunity gap as it relates to race, socio-economic status, and special education services.

School Plan for Student Achievement (SPSA)

SBAC ELA: white 78%; Hispanic/Latino 22%; Black/AA 50%; SES 31%; SpEd50%
SBAC Math: white 77%; Hispanic/Latino 33%; Black/AA60%; SES 45%; SpEd56%

F&P Data: School Average: 64% meeting or exceeding standard for Window 2 (2019-2020)
 white 67%; Hispanic/Latino 53%; Black/AA 40%; SES 31%; SpEd20%

Chronic Absenteeism: School Average 5% for Window 2 (2019-2020)
 white 2%; Hispanic/Latino 8%; Black/AA 17%; SES 15%; SpEd 6%

Highlights of Focal Group Surveys:

- Several of our Families (AA, Asian, Latinex) do not feel as comfortable as they would like to be as it relates to both connecting with teachers and other families
- Families of students receiving SpEd services felt that there was an overall feeling of Inclusion but they often felt overlooked by the community. Several also reported feeling disconnected from school
- One family reported instantly feeling intimidated and a sense of not belonging when they entered the school since they were not white

Based on the data analysis, where do you want to focus?

Based on the data analysis our focus will be addressing the implicit bias teachers are bringing to their instruction. Evaluating the materials we are using with students and the implicit messages being conveyed. We will focus on creating a stronger sense of belonging and community for families of our least reached students.

Why are we getting these results?

One hypothesis we have is that these students and families are feeling culturally isolated, as seen in our focal group feedback, and feel less of a connection to Grattan. We also believe that student performance is directly tied to a sense of belonging and that although it can be hard to measure this is playing a far greater role that we had initially taken into account. A majority of our staff is white serving mostly white students. The culture isolation for students and families, as well as some of our teachers, of color cannot be overlooked. In addition, we also believe that our teachers are bringing their own implicit bias to instruction adding to the inequities our least reached students are up against. Lastly, we believe that some of the standard instructional materials we are using perpetuate the status quo.

What changes might we make and why?

Brainstorm and Prioritize Strategies

After you have done some work to understand the problem, you will be ready to generate change ideas. What changes can you make to bring about improvement? Where are others achieving success in addressing a

School Plan for Student Achievement (SPSA)

similar problem? What has worked for others that you can build on and refine for your context? What ideas surfaced in the context of your data analysis?

What are some changes we can make? Answer the following questions for each change you want to make by copying and pasting the questions and adding text.

Change idea

If we revolutionize the way we are communicating and interacting with families...
 If teachers are able to begin to recognize their own bias and the way it plays out in instruction they will be more able to interrupt it
 If we as a staff build knowledge around how to identify and interrupt inequalities when we see them we will be more able to hold one another accountable
 If we build the capacity of families of privilege to recognize the need for more equitable allocation of resources, “notion of each child is everyone’s child” not the “how is this helping my child” there will be community buy-in and shared goals to ensure all the student’s of Grattan are successful regardless of race, culture, socio-economic status, etc.

How will we implement the change?

Three year long partnership with SF-CESS
 year one - educators looking at their own implicit bias
 year two - grounding the equity work in student data, initiating cycles of inquiry/lesson study focused on equity of students
 year three - moving beyond the classroom, bringing families, especially our families deeply steeped in dominant white culture, into this work, systematizing cycles of inquiry

What resources will we need to implement this change?

Creating a master schedule that allows for teacher lead cycles of inquiry/lesson study
 funding for substitute days to support lesson study
 funding for SF-CESS partnership

How will we know if a change led to improvement?

- Develop a Theory of Action
- Define Measures
- Set a Measurable Goal

Theory of Action

Articulate what change we might make for what improvement.

School Plan for Student Achievement (SPSA)

If our staff has a deeper understanding of the implicit bias they bring into the classroom
and continue to receive professional development on implicit bias and equity centered practices, engage in monthly iGroups, participate in equity centered lesson study
then they will be able to interrupt the inequities in their own practices, be able to evaluate and modify materials with a lens toward equity, and be able to more authentically connect with students and families across difference
and then our least reached students and families will show improved attendance, have a greater sense of belonging at school, which will lead to academic gains across disciplines.

Measures of Implementation and Impact
How will we measure implementation and impact?

Implementation:
 Administrator will develop a calendar/schedule of Staff PD, iGroups, and Lesson Study to ensure time dedicated to implementation will be considered sacred. Admin will present this 2020-2021 implementation plan to both ILT and SSC by June 2020.

Administrator will solidify an outside partnership with SF-CESS to support this work for the 2020-2021 school year by May 2020.

ILT will have monthly meetings to monitor implementation.

Impact:
 Impact will be measured continually by various groups: weekly CARE Team meetings will monitor and track individual growth.
 Teachers will provide anecdotal and empirical data following Lesson Study cycles as well as student performance data as it relates to targeted lessons.
 SSC will have trimester check-ins with focal groups throughout the 2020-2021 school year to measure if students and families feel a greater sense of belonging within the Grattan community.

Measurable Goal
Write a measurable goal statement that is specific, measurable, relevant, time-bound and equity-driven

By the Spring of 2021 both students and families of our least reached students will feel a greater sense of belonging in the school community as evident by teacher interaction with students and families, the relevance of the instructional materials, and the . This will be measured by focal group data, student interviews/feedback, and student performance data.

School Plan for Student Achievement (SPSA)

Resulting Resource Inequities

As a result of the Needs Assessment and subsequent analysis, were any resource inequities identified? *What current resources (such as time, structures, personnel, professional development, etc) do we have to support our specific outcomes? Do we need to reallocate resources to support our desired outcomes?*

Given we are in year two of the implementation many of the resources had been reallocated to support this goal. We reallocated funding to support more Tier Two interventions last year that were based on the needs of our least reached students. For example creating a part time ARTIF position and math coach position. This year we are allocating additional funding to support an additional .5 School Social Worker. We believe this position is paramount to build relationships with specific families. Lastly, this year we will be allocated additional funding that was previously used as stipends to support release days for equity focused Lesson Study.

Section 4

Goals, Strategies, Expenditures

Complete a copy of the Goal section for each of the school's goals. Duplicate all section components (Goal, Identified Need, AMOs, Strategy/Activity & Proposed Expenditures) for each goal (up to 3).

Goal 1 *What are we trying to improve?*

We are trying to build capacity for teachers to recognize their own implicit bias and the impact that has on our least reached students both as it relates to instruction, communication with students and families, and instructional materials. We will do this through extensive professional development and well direct feedback on instruction through the lesson study model.

School Plan for Student Achievement (SPSA)

Identified Need (use your Needs Assessment as a guide) *Why are we making the changes?*

We are aiming to make changes in this area as we have seen that despite our best efforts and really looking at curriculum implementation our least reach students have not made sustained gains. We've seen improvements sometime from year to year but not any long-term growth.

Annual Measurable Outcomes *How will we know if the change led to improvement?*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F&P	School Average: 64% meeting or exceeding standard for Window 2 (2019-2020) white 67%; Hispanic/Latino 53%; Black/AA 40%; SES 31%; SpEd20%	We expect our Hispanic/Latino, Black/AA, SES, and SpEd students to see growth targets of at least 10%
Family Survey	<ul style="list-style-type: none"> Several of our Families (AA, Asian, Latinex) do not feel as comfortable as they would like to be as it relates to both connecting with teachers and other families Families of students receiving SpEd services felt that there was an overall feeling of Inclusion but they often felt overlooked by the community. Several also reported feeling disconnected from school One family reported instantly feeling intimidated and a sense of not belonging when they 	Our non-white families, families of students receiving special education services and our SES families will report a greater sense of belonging to the school

School Plan for Student Achievement (SPSA)

	entered the school since they were not white	
SBAC - ELA & Math	<p>Overall School average for meeting/exceeding standard: ELA: 67% Math: 72%</p> <p>SBAC ELA: white 78%; Hispanic/Latino 22%; Black/AA 50%; SES 31%; SpEd50%</p> <p>SBAC Math: white 77%; Hispanic/Latino 33%; Black/AA60%; SES 45%; SpEd56%</p>	Accelerated growth of at least 10% for our Hispanic/Latino, Black/AA, SES, and SpEd students.
Absenteeism	<p>School Average 5% for Window 2 (2019-2020) white 2%; Hispanic/Latino 8%; Black/AA 17%; SES 15%; SpEd 6%</p>	Decrease to no more than the school average for our Hispanic/Latino, Black/AA, SES, and SpEd students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We believe all students will benefit from a greater sense of community and inclusion. However, we believe teachers becoming more aware of their own implicit bias and the ability to interrupt them will have specific benefits to our African-American, Latinx, Asian, socio-economically disadvantaged students and students receiving special education services. Therefore we will engage in strategic and purposeful staff iGroups to delve into staff's own problems of practice as it relates to equity using protocols such as critical friends,

School Plan for Student Achievement (SPSA)

Strategy/Activity *What changes might we make? (See Identified Need above for "...and why?")*

We will shift our staff meetings and staff PD time to include one iGroup per month and shift Common Planning Times and add release days to support Cycles of Inquiry/Lesson Study

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount	Source
\$10,000 - SF-CESS partnership	Unrestricted 00000
\$10,000 - release day substitutes	Unrestricted 00000
\$10,000 - stipends for Instructional Leadership Team to lead and facilitate CPT, Lesson Study, and iGroups	Unrestricted 00000

School Plan for Student Achievement (SPSA)

Section 5

Annual Review

SPSA Year Reviewed: 2020-2021

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be skipped.

Analysis

Describe the overall implementation of the strategies/activities of your last plan and the overall effectiveness of the strategies/activities to achieve the articulated goal.

[Add text here]

Briefly describe any major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal. **Be sure to include any funds left unspent.**

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

School Plan for Student Achievement (SPSA)

SPSA Appendix: Budget Narratives and Compliance Items

Section 6

Section 6A - Budget Summary

Complete the highlighted sections below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary	
Description	Amount
Title I (31500)	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 30,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation
[List federal program here]	\$ [Enter amount here]
[List federal program here]	\$ [Enter amount here]
[List federal program here]	\$ [Enter amount here]

Subtotal of additional **federal funds** included for this school: \$ [Enter federal funds subtotal here]

School Plan for Student Achievement (SPSA)

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$ [Enter total funds here]

School Plan for Student Achievement (SPSA)

Section 6B - Budget Justification Narratives

School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)	Allocation
	\$4,228
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> ● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> ● Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> ● Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	x
<ul style="list-style-type: none"> ● Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	x

Supplemental Concentration Grant-English Learner (SCG_EL) 07091 How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?	Allocation
	\$13,155
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> ● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> ● Professional Capacity (LCAP Priorities: Basic) 	x

School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	x
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	x

Supplemental Concentration Grant - Low Income (SCG-LI) 07090 How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?	Allocation
	\$0.00

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

LCFF Concentration Grant (SCG-C) 07092 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?	Allocation
	\$0.00

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	

School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
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Targeted Instruction Improvement Grant (TIIG) - 07940	Allocation
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?	
	\$29,317

Type an “X” next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	x
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	x
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

School Plan for Student Achievement (SPSA)

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 (31500)	How do you plan to use these funds?
\$0.00	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)

<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> 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.	Date your school's Parent Involvement Policy was reviewed by your School Site Council
\$		

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)

<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	

School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Title I - CSI (31820) (if applicable)	How do you plan to use these funds?
\$0.00	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Impact & Innovation Awards	Referencing your plan, how do you plan to use these funds?
\$0.00	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

School Plan for Student Achievement (SPSA)

Principal's Innovation Fund	How do you plan to use these funds? (For Middle Schools and PK-8 Schools as applicable)
\$0.00	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Equity Grant	Identify Sub-group & specific actions
\$0.00	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> • Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> • Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> • Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> • Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

QEIA Carryover	How do you plan to use these funds?
\$0.00	

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	

School Plan for Student Achievement (SPSA)

<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	

Other (PTA, external sources, School Quality Pairing/CoP work)	How do you plan to use these funds to support your school-wide actions?
\$200,000	PTA funds will be used to support lower class size in the upper grades which we view as a factor in building and fostering stronger relationships with both students and families. The funds will also be used to support teacher’s professional development as it relates to our Theory of Action, and our partnership with SF-CESS to foster connection with our students and families across differences.

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
<ul style="list-style-type: none"> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) 	x
<ul style="list-style-type: none"> Professional Capacity (LCAP Priorities: Basic) 	x
<ul style="list-style-type: none"> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) 	x
<ul style="list-style-type: none"> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	x

School Plan for Student Achievement (SPSA)

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	.5	Nurse		Family Liaison	
Wellness Coordinator		CHOW		Elementary Advisor		T10	
IRF		Literacy Coach		Academic Rtl Facilitator		Hard to Staff	
Other		Other		Other		Other	
Additional Information:							

School Plan for Student Achievement (SPSA)

Section 7

Assurances Checklist & SSC Roster/Attestation

Please print these final two pages of your 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:

	<p>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</p>
	<p>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.</p>
	<p>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</p> <ul style="list-style-type: none"> ● English Learner Advisory Committee (ELAC) ● Community Advisory Committee for Special Education Programs ● Other [list here]
	<p>The SSC reviewed the content requirements for school plans of programs included in this School 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.</p>
	<p>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.</p> <p>The school held two (2) community meetings prior to the completion of the school site plan:</p> <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 27, 2020.

School Plan for Student Achievement (SPSA)

	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: March 24, 2020
	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
	This school plan was adopted by the SSC on: March 24, 2020

School Plan for Student Achievement (SPSA)

School Site Council Roster and SPSA 2020-2021 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”)

<https://www.sfusd.edu/employees/manage-sites/school-governance/councils-advisory-committees>

Name	Role	Signature
Catherine Walter	Principal	Catherine Walter
Troy Beckwith	Classroom Teacher	Troy Beckwith
Donna Lee	Classroom Teacher	Donna Lee
Ekta Kumbhani	Classroom Teacher	Ekta Kumbhani
Jennifer Huath	Parent	Jennifer Huath
Linda Tang	Parent	Linda Tang
Jim Angelus	Parent	Jim Angelus
Gail Jackson-McKray	Parent	Gail Jackson-McKray
Craig Bellarosa	Parent	Craig Bellarosa
Antonia Haggerty	ParaEducator	Antonia Haggerty

[\[SPSA\] Grattan](#)

[ESSA SPSA Quick Start Sheet](#)