Sutro Elementary School

Principal
Myra T. Quadros

SCHOOL VISION & CONTEXT

Sutro Elementary is a family-oriented school with a diverse multi-cultural student population in the heart of the Inner Richmond district of San Francisco. Sutro provides a strong academic program including a Cantonese bi-literacy pathway. We enroll approximately 265 students in twelve general education classrooms. In addition to our fourteen full-time teachers on staff, we have a full-time Library Media Specialist, full time Resource Specialist, full time Social Worker and a 0.8 Literacy Specialist. Our Speech Teacher is onsite two days per week. This is our Principal’s fourth year at Sutro. Sutro Elementary strives to provide an educational program committed to excellence emphasizing language arts, visual and performing arts, math, science and technology. At our school, each and every student receives individual attention from a community of caring adults, addressing not only academic, but also social and emotional needs. All community members - students, staff, parents and volunteers become part of a nurturing Sutro School family. Strengths: Sutro has many strengths that influence our student academic success and safe school climate. We have received the Title One Academic Achievement Award from the California Department of Education over the past ten years. This award shows how dedicated we are to serving all of our students. Our small size allows us to focus on each student and provide individualized interventions for students who need additional support. Our bi-literacy pathway allows our Cantonese-speaking students to maintain their oral and written native language, while also receiving a comprehensive English program. Our experienced staff and dedicated parent community are also major contributors to our school-wide success. Our parent community supports our school through active participation in the SSC, PTA, and the many opportunities to volunteer at our school. Sutro has two robust afterschool programs and several community based partners such as Education Outside. Challenges: Sutro does not exist without its challenges. Since we have a diverse, multicultural community, we do have a cultural gap. We will continue to find ways to bridge the cultural gap through development of an ELAC, more direct communication, and the sharing of cultures. Our school is small and has a large immigrant population. We have limited financial resources for additional programs such as art, music, and even the transition to the Common Core. Teachers are being asked to do more with limited resources or time. Since we have a smaller staff, there are simply not as many people to participate in the numerous committees, positions, and professional development groups required for the school and the district. In addition, we have a small yard and few work spaces to accommodate and expand our many programs and partnerships. Key Strategies: We have three key strategies for this upcoming year. Our first is to continue to strengthen our instructional program by participating in Common C... English Language Arts Professional Development and Comprehensive Approach to Literacy. Literacy has always been a strong focus at our school. We are implementing the Reading and Writing Workshop model for literacy instruction school wide. The majority of the staff is trained in either one or both components of the program and the majority of our ELA-focused staff meetings relate directly to Reading or Writing Workshop. We will continue to work to implement both programs with fidelity, while integrating the ELA spirals. Sutro is dedicated to improving technology at our school and embed technology into our instructional program. This includes maintaining the Library Media Center, adding more hardware for classrooms, and improving our electronic communications to our families. We spent the majority of 2014-15 cleaning out the space and developing a plan for our school technology needs. We spent 2015-16 and 2016-17 implementing as much as we can afford of Phase 1 of the Sutro Technology Plan. We will move into Phase 2 of our technology plan for this upcoming school year, which includes for technology in classrooms. Our third focal area will be to continue our focus on the whole child. Sutro will continue to participate in RTI professional development. We will have full faculty and community discussions to develop and implement: more consistent school-wide rules, discipline system, behavior incentives and academic incentives as well as improve the overall safety of our school. Currently, we already put a great deal of time and energy into community building. Our Social Worker runs a few small groups for social emotional support. This year we will continue to have ongoing full faculty discussions on behavior interventions and incentives. This will provide more consistency in school-wide incentives and consequences. We are adding Science instruction as a secondary focal area for the 2017-18 school year. Since the new New Generation Science Standards will be out this year, Sutro would like have this area as a priority so we can transition seamlessly.
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   - SFUSD's 2016-18 Strategic Plan Transform Learning, Transform Lives
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SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

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

## 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
- All 2017-2018 Title I funds should be accounted for in the BSC

## 4. Title I Parent Involvement Policy

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/aa0/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. "#_Mid-year_Summary_2016-17"
2. "#_EnglishLearnerReport2016-17"
3. "#_Core_SQLI_Reports_for_15-16"

### Mid-Year Summary
(School-wide and sub-group performance in comparison to the district)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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</thead>
<tbody>
<tr>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

### Strategies in Action

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

### English Learner Report 2016-17
(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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</thead>
<tbody>
<tr>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

### Strategies in Action

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

### CORE SQLI Reports for 15-16
(SQLI Performance, definitions and thresholds)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
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<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

### Contents

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions.
- SQLI thresholds for each metric.
- Powerpoint related to the new “growth” measure.

### NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data.
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
</table>

After reviewing the SFUSD E/LA Core Curriculum Implementation Rubric, we identified that most teachers at our site are in the following stages of implementation: Collaborative Curriculum Maps aligned to the SFUSD E/LA PK-12 Scope and Sequence; Integrated Unit & Lesson Plans addressing the CCSS Instructional Shifts; Beginning Unit & Lesson Plans that address the needs of all students: Awareness Analysis of Student Work: Awareness After reviewing the SFUSD Comprehensive Approach to Literacy Implementation Rubric, we identified that most teachers at our site are in the following stages of implementation: Classroom Environment: Integrated Interactive Read Aloud: Integrated Reading Workshop: Beginning Writing Workshop: Awareness Word Study: Not yet

In 2017-18, we will focus our efforts on one Core Curriculum Implementation Goal: Goal #1: Analysis of Student Work By the end of 2017-18, our site will move from “Awareness” to “Beginning Implementation”: Evidence will show that teachers collaboratively analyze student work for evidence of the CCSS instructional shifts. Evidence will show that teachers use student work as formative assessment data to determine next instructional steps. In 2017-18, we will focus our efforts on one CAL Implementation Goal: Goal #2: Writing Workshop By the end of 2017-18, our site will move from “Awareness” to “Beginning Implementation”: Evidence will show that most teachers are beginning to implement most aspects of the Writing Workshop to support literacy and language development.

**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 RL Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>

Goal #1: Analysis of Student Work * Build time in our schedule for teachers to meet and collaborate during the contract day (not during the school day). * Needs to be more than 30 minutes at a time * Consult with other site leaders for models of how to build in collaboration time (using the 6 hours) * Professional Development on Formative Assessment - beyond more formal tasks like Milestones * Suggestions for more structures around how to take the analysis of the student work and directly impact instruction Goal #2: Writing Workshop * Professional Development for Teachers: Introduction to the Writing Workshop (101) * PD for Admin on Writing Workshop * Follow up support from Humanities to work on implementation plan * Identify money in the budget for release time for teachers to plan spirals - either during summer or throughout the year.
We use F & P data to determine which students need Tier Two interventions for Literacy. Students that are not yet meeting benchmark on the F & P Reading Assessment will be referred to SAP for an SST to get reading intervention support. If agreed upon by the team in the SST, students will get pull out with Literacy Specialist in small group. If the student has an IEP then the student will get reading support through RSP teacher. Our upper grade teachers (3-5) use the RI to determine students Reading levels. Once the assessment shows us which students are below basic, students will take F and P so teachers can better understand the reading needs of their students. Our third graders took the integrated writing assessment for info/explanatory writing in Jan 2017. We noticed that overall our students are at or above the district average in almost every category except conclusion.

Our performance goals are the following: to continue to improve performance on the F & P and SRI for students that are not at benchmark by 5% by EOI. Our target performance goals for our 3rd graders on the IWA is to overall improve our conclusion score to 2.5 (currently 2.1) and improve our average holistic score to 3.0 (currently at 2.5).

We will implement the following interventions to ensure students meet mastery: Increase in Literacy Coach from 0.6 to 0.8FTE to support Balanced Literacy not only in the lower grades but upper grades as well. Use research-based intervention systems such as LLI Use guided reading/ small group instruction on a more frequent basis Use data to plan instruction Upper grade teachers will be trained in F and P, and use F and P assessments to get more information on students reading at Basic and Below Basic.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our focal group for Sutro will continue to be our English Learners. Based on the 2016-17 SBAC ELA data 71.2% of our ELs are proficient. This is a drop of 21.2% from the year before. Based on F&amp;P EOI 2016-17 data our First grade ELs are 78% proficient. In Second grade 88% proficient.</td>
<td>Our concern is that after reclassification we have 79% of our ELs not proficient in ELA on the SBAC. We hope to improve our scores this upcoming year by 10%. In First Grade, based on F&amp;P EOI data, 15% of our ELs are not yet meeting benchmark and 11% of our ELs are not yet meeting benchmark in Second Grade. Our performance goal for ELs in First and Second grades is to reduce our percentage to under 10% not yet at benchmark by EOI.</td>
<td>To ensure that all students meet mastery, we will implement the following interventions: Parts of SFUSD Comprehensive Approach to Literacy instruction in class everyday Focus on Academic and Oral Language during ELD time RSP and Literacy Coach Support and intervention Independent reading at students’ just right levels</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sutro is above average when compared to SFUSD SBAC math data. In the 2016-17 school year, 58.8% of our 3-5 grade students were proficient on the SBAC in Math. Based on Preliminary data, the lowest percentage being in 5th grade, 55.6% proficiency.</td>
<td>Our math performance goal for our SBAC data is to increase our proficiency percentage by 5% Sutro is committed to the following instructional shifts to help achieve these goals: Continue to Focus on Signature Strategy # 2: Math Talks Focus on Signature Strategy # 3: Group Participation and Group work Use Grade Level Teams for teachers and staff to look at student work, reflect on data, and use data to inform instruction more consistently.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**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 RIT Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the SBAC 45.1% of our ELs are proficient in math which is 13.7% less that our school percentage. This subgroup score dropped by 9.9% from the year before.</td>
<td>Our performance goal is to improve math performance for our ELs on the SBAC by 5%. Our 5th grade scored below the school average with a 55.6% proficient rate. Our goal is to increase this percentage by 5%.</td>
<td>To ensure that all students meet mastery, we will implement the following interventions: Math Common Core instruction in class everyday Focus on Academic Language, Group Work, and Math Talks Teachers Leaders lead our staff in Common Core math Professional Development Use small group instruction on a more frequent basis Use data to plan instruction</td>
</tr>
</tbody>
</table>
### Focal Group:
For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Our targets/performance goals are the following: To improve math performance for our ELs on the SBAC by 5% Interim district assessments in Math specifically in grades 3-5 will have less of a discrepancy with the Math Task scores.</td>
<td>All content is taught by teachers with appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and provide ELs full access to the core curriculum. To ensure that all students meet mastery, we will implement the following interventions: In all pathways, teachers will use the resources of SFUSD Core Curriculum that reflect CCSS shifts to grade level curriculum maps and units that provide ELs access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Administration will ensure that all ELs receive ELD instruction until reclassified as a fluent English proficient student. Suto focus for ELD instruction is academic talk and oral presentations.</td>
</tr>
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</table>

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

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

| Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELS, recently reclassified) |
| In a narrative, describe what your analysis of the data says about your school. |
| WASC Ch.2 |

| Based on the analysis of the results, what are your targets/performance goals? |
| Our performance goal at Suto last year was to continue our upward trend with above 75% percent met AMAO. We met our goal and will now set a goal of 80%. Advanced and Early Advanced students in the 4th and 5th grade students need to identified early on so we can qualify students for reclassification. |

| 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? |
| Our performance goal at Suto last year was to continue our upward trend with above 75% percent met AMAO. We met our goal and will now set a goal of 80%. Advanced and Early Advanced students in the 4th and 5th grade students need to identified early on so we can qualify students for reclassification. |

| What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
| WASC Ch.5 |

### Other Subject Areas (Secondary Schools, optional for Elementary)

### 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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

Suto Elementary has one of the highest participation rates with the K2College program. We have collection rate of 55.6% of K2C Release of Information Forms, and a Saver rate of 20.2% (as of January, 2016), among the top ten saver rate schools in the district. K2C School Scholarships will be awarded to students for promotion of Kinder and 5th grade to increase awareness of the program and support college aspirations. K2C representatives have attended several of our school functions to promote the program with much success. Suto has had K2C staff involved with Kinder promotion, school orientation, staff meeting, tabling at drop off, and requesting bank field trips. Furthermore, a college education is a top priority for the majority of our families.

**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?

Faculty meetings will continue to be 1 business meeting per month and 1 Professional Development per month. Our PD faculty meetings will alternate between strategies from A Comprehensive Approach to Literacy and Math led by our Teacher leader teams. Our teachers meet three times per month in grade level cluster teams and the ILT representative leads the grade level cluster in discussions and actions in data, Literacy, or Math. Our ILT is still in the process of development. We hope to have a more consistent ILT this upcoming year with a focus on instruction.

**School-Wide Action Step(s)**

All teachers are given multiple opportunities to attend district training on Readers and Writers Workshop. Teachers will be given release days each semester to collaborate, plan together, and look at student work in the areas Literacy and Math. ILT will have a strong focus on instruction. ILT will be a combination of teachers from grade level clusters. They will take responsibility for co-facilitating grade level meetings with a focus on data/assessments, Literacy or Math

**How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)**

The Concentration grant and WSF funds will be used to pay for sub release time, extended hours and resources for our teachers professional development needs.

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:
**Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

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

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

### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></th>
<th><strong>Analysis of Data</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Strategies &amp; Interventions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sutro Elementary currently offers a full-inclusions special education program.</td>
<td>7% of our total student population has an IEP.</td>
<td>Sutro will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports. Tier 3 supports will be offered after all Tier 1 and 2 supports have been tried. School Social Worker and RSP Teacher are an active member of our SAP/SST team.</td>
<td></td>
</tr>
</tbody>
</table>

| **Student Engagement/ Attendance** | **According to the most recent attendance data, we have several Kindergarten and third grade students that have lower attendance rates.** | **We need to improve our attendance rates with our White students, particularly in the Kindergarten and Third grades.** | **Working together with Classroom teachers, School Social Worker and School Secretary, we will hold SST’s for any student that has more than 10 days of excused and or unexcused absences.** |

| **School Climate** | **Suspension rate in the 2015-16 school year 1 student. We continue to work on alternative to suspend students so far this school year. We are working on a school-wide discipline system so consistently track students sent out of class and to the office. We need to look at recesses and lunchtime behaviors and with limited resources how we can limit the amount of students getting hurt, being teased and bullied, and having a better overall recess experience. CBP/Chinese culture - We need to continue to integrate and invite our Chinese families to participate more in parent events. We are one school, yet CBP families don’t feel integrated with the school. We need more representation on the PTA Board by CBP parents - publicity about events.** | **Need to have all support staff and teacher continually follow the progress of SST students.** | **We need all staff to implement new discipline referral system so we can analyze data and make data driven decisions to better support our students. We need to look at recess for more structured and safe activities options. Continue to have all documents and school-wide events translated. Continue to personally reach out to families in our CBP for participation We have hired a full time Social Worker this year to support our goals for the whole child and implement RTI with more fidelity.** |

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th><strong>Narrative describing Parent-School-Community culture</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Strategies &amp; Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who you are reaching/ missing (And how you know...)</strong> Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)**</td>
<td></td>
<td><strong>What is the strategy &amp; how will you know you were successful?</strong></td>
</tr>
<tr>
<td>In the past three years, we have made progress in improving parent participation and involvement. However, parent involvement remains to be a challenge at Sutro, particularly with our Chinese community. We have increased communication between school and families by sending out translated monthly newsletters by the Principal and each classroom sends out a newsletter at least three times per semester. Our predominant student population is of Chinese decent. We have increased parent participation by holding monthly principal chats that vary in participation rate, and Chinese parents often stop in regularly. This year we held a Community Meeting/Potluck and expected at most 25 families to attend. We had about 60 students and families attend! Many of these families were Chinese.</td>
<td>We will continue to recruit our Chinese families to participate more in school-wide events. We hope to have a strong representation of this community on our PTA board, SSC, and other stakeholder groups. We will also work with district supports to start an ELAC through Principal tea this year.</td>
<td>Our strategy is to continue to have all documents translated. We will have translation at our school events and meetings. We are working to improve our electronic communications to our community so there is more access to our families. Our success will be determined by attendance at meetings and events.</td>
</tr>
</tbody>
</table>
SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SPED)
Allocation = $1,250

As we continue to build our inclusive practices throughout our classrooms, this $1,250 will be earmarked to supplement sensory materials and supplementary curricula technology supports to meet the needs of all Special Education students throughout the building.

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 = $67,346

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

We will be funding 0.30 FTE ($29,153) full-time librarian media specialist. She will support EL in our upper grades. We will also fund a 0.25 FTE ($23,472) Social Worker to support our English Learner students and families that need social emotional supports. The remaining funds will be used for professional development specifically for our EL students. $5000 is for Sub days and $9,721 is for teacher extended hour pay.

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 = $45,000

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?

With the increase in LCFF our site council has decided to use some of these funds to support the social emotional needs of our students. We will fund a 0.25 FTE ($23,472) Social Worker. $5,000 of this amount will be used to provide Suto teachers sub days for collaboration. In addition, $16,528 will be used to provide Suto teachers with extended hours. Our teachers are continuing to develop literacy units in readers and writers workshop. This money will be used to release them to observe another and visit other school sites to better implement Comprehensive Approach to Literacy. Having such a high percentage of ELs, we are incorporating the strategies found in Readers and Writers Workshop and specifically target our ELs who are at risk of being identified as being long-term ELs. The extended hours will be used to support teacher collaboration on developing strategies to better implement Comprehensive Approach to Literacy specifically in planning units for writing workshop and Common Core mathematics.

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

Targeted Instruction Improvement Grant (TIIG) 07940
Allocation = $0

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

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

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

## Title I = $57,453 (31,500)

**How do you plan to use these funds?**

Sutro Elementary is 55% Free and Reduced Lunch and 55% English Language Learners. We are using $48,589 (0.5FTE) of our Title 1 funds to fund a 0.8 Literacy Coach to support our students who are behind at least one grade level in Reading and Writing. In addition to doing pull-out to struggling students, our Literacy Coach will co-teach and coach teachers in different strategies of Balanced Literacy. Additional funds $3,738 will be used in classroom material including bins and labels, notebooks, and other supplies for implementing reading and writers workshop for struggling students. Additional funding $5,127 will be used to send staff to conferences for professional development.

**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 = $575

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 = 

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

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

## Principal’s Innovation Fund = (For Middle Schools and PK-8 Schools as applicable)

**How do you plan to use these funds?**

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

## Equity Grant = (as applicable 16-17)

**Identify Sub-group & specific actions**

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

## Other (PTA, external sources, School Quality Pairing/COP work) = $30,000

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

Our school PTA raises about $30,000 each year. This money is to provide classroom teacher stipends for classroom materials. The monies are also allocated to pay for our outdoor science program—Education Outside, which is $17,500 next year. Our PTA also pays for several school events including our Fall Festival and End of Year School Picnic.
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".

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1.0FTE MPD Bi-literacy Teacher</td>
<td>Librarian .4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

Our Library Media Specialist will support SFUSD CAL by incorporating Reading Workshop during the students weekly library time. Our Library Media Specialist will support 21st century technology standards by collaborating with classroom teachers to integrate technology skills with classroom content. Our 1.0 FTE funded by Multilingual will allow us to have a full K-5 Cantonese Bi-literacy Program.
### SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 10/10/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 10/10/2017
### School Site Council Roster and BSC/SPSA 2017-2018 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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myra Quadros</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Tiffany Chen</td>
<td>Bi-Literacy Teacher</td>
<td></td>
</tr>
<tr>
<td>Erwin Wong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Winn Chan</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jerome Kuo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jessy Kyle</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>David Pursell</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jenny Solis</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Josephine Tang</td>
<td>Bi-literate Teacher</td>
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<tr>
<td>Sarah Weinberg</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Micah Woogen</td>
<td>RSP Teacher</td>
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