



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

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| School | Sutro Elementary School |
| Principal | Marian Currell |

SCHOOL VISION & CONTEXT

Sutro's school vision is to: educate and inspire our students to have lifelong love of learning and an understanding of our diverse world. 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 twelve full-time teachers on staff, we have a full-time Library Media Specialist, full time Resource Specialist, full time Social Worker and a 0.6 Literacy Coach as well as a 0.6 Reading Intervention teacher. Our Speech Teacher is onsite two days per week. Strengths: 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 school year. Our first is to continue to strengthen our instructional program by participating in Common Core English Language Arts Professional Development and Comprehensive Approach to Literacy. Literacy has always been a strong focus at our school. We are continuing to 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. Our second area of focus for the 2018-19 school year is to strengthen our instructional program by participating in Common Core Science Professional Development and implementing Next Generation Science Standards. We will intentionally align resources to continue to strengthen our overall STEAM program at Sutro. 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 next 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.

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

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

SECTION I: Overview and Key Components

Overview

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

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

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

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

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

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

NOTES:

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, Sutro will continue to focus on English Learners (61%) and Students with Special Needs (8%).

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

| Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all student reach mastery? | What instructional shifts will be required to achieve these goals? WASC Ch.5 |
|---|---|--|---|
| 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: Beginning Word Study: Not yet | In 2018-19, we will focus our efforts on one Core Curriculum Implementation Goal: Goal #1: Analysis of Student Work By the end of 2018-19, 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 2018-19, we will focus our efforts on one CAL Implementation Goal: Goal #2: Reading Workshop By the end of 2018-19, our site will move from "Beginning Implementation" to Integrated: Evidence will show that most teachers are implementing most aspects of the Reading Workshop to support literacy and language development. The goal is to get all teachers to implement: Independent reading with self-selected text Conferencing Guided Reading Groups Strategy Lessons based on Assessment | | 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: Readers Workshop * Professional Development for Teachers: Analyzing Student Work and Using Reading Data to Inform Instruction in the Reading Workshop * Continued PD for Admin on Readers 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. |

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| | | <p>1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will use the Units of Study as a resource to support ELA work. 2. Grade level teams will plan curriculum maps and unit plans aligned with the spirals and upload these working documents to the shared drive for specialists (special ed and literacy teams) to access. 3. Classroom teachers will continue to assess student reading levels and monitor that students are reading at their appropriate independent/instructional reading levels. 4. Classroom teachers will use strategies such as interactive read aloud and writing, use of visual supports (sentence frames, anchor charts), and academic conversations to support students' reading comprehension and writing. 5. Teachers will provide specific, individualized feedback on student work through conferring and guided reading. Students will use reading journals school wide to support students' reading comprehension and writing growth. 6. Grade level teams will continue to analyze and act upon lessons learned from student work samples. 7. Students will be given opportunities to share their writing during publishing parties after each spiral.</p> | |
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Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

| Analysis of Results for Language Arts- Intervention | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required specifically for your focal students to achieve these goals? |
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| <p>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-fifth graders took the integrated writing assessment for info/explanatory writing in Jan 2018. 26.2% of our 3rd graders were proficient on the IWA. 14.9% of our 4th graders were proficient on the IWA 35.1% of our 5th graders were proficient on the IWA.</p> | <p>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 EOY. Our target performance goals to improve our IWA scores by 10% at every grade level.</p> | <p>We will implement the following interventions to ensure students meet mastery: Fund Literacy Coach 0.6 and ARTIF 0.6 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 Analyze student work using rubrics to inform 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. We will specifically look at 4th graders on the IWA and see which areas we need to target instruction</p> |

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

To ensure access to the core curriculum, academic success and social emotional well-being in both formative and summative assessment measures, Sutro will continue to focus on two focal groups: English Learners (61%) and Students with Special Needs (8%).

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

| Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i> | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices are required to ensure all students reach mastery? | What instructional shifts and supports will be required specifically for your focal students to achieve these goals? <i>WASC Ch.5</i> |
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| Sutro is above average when compared to SFUSD SBAC math data. In the 2018-19 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. | Our math performance goal for our SBAC data is to increase our proficiency percentage by 5% | 1. Staff will continue to implement SFUSD's Math Units of Study. 2. Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for vertical alignment/planning. 3. Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, use of visual supports (sentence frames, anchor charts), use of manipulatives, and constructive conversations to support students' math comprehension. | 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. |

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

| Analysis of Results for Mathematics-Intervention | Based on the analysis of the results, what are your targets/performance goals? | What interventions are required to ensure all students reach mastery? |
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| On the SBAC 45.1% of our ELs are proficient in math which is 13.7% less than our school percentage. This subgroup score dropped by 9.9% from the year before. | 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%. | 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/ and student work analysis to plan instruction |

SCIENCE CORE CURRICULUM

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

| Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? <i>WASC Ch.5</i> | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? <i>WASC Ch.5</i> |
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| Annual Community Survey data indicates that parents feel that science instruction needs additional focus/resources at Sutro. Sutro Community Meeting feedback indicates that STEAM support is a high funding priority for parents. | Our target goal is for at least 80% of the 5th graders to score proficient on the new NGSS benchmark assessment. We will continue the Science Program lessons and hands-on activities in the classrooms, and our Education Outside program. All teachers will implement the NGSS standards and the Amplify curriculum. Teachers will use Science notebooks to record experiments and engage in science talks. Students will plan and conduct investigations while producing data and be asked scientific and non-scientific questions. | School wide implementation of Education Outside Garden Science program is already in place. Faculty meetings and grade level meetings throughout the 2018-19 school year will be dedicated to implementation of the science curriculum. |

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEF).

| Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5 |
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| Of the 260 students at Sutro Elementary School, 61% are English Learners. 6 students of 152 total ELs were redesignated in the 2017-2018 school year. The current redesignation rate is 3.8% which is a 13.2% drop from the year before. This was an intentional strategy to only redesignate 5th graders so other ELs could continue getting English Language supports. 147 students were administered the ELPAC. In the Performance Level of Well Developed we had 41% in Reading, 54% in writing, 67% in listening and 66% in speaking. In the Performance level of Somewhat/Moderate we had 42% in reading, 41% in writing, 27% in listening and 27% in speaking. In the Performance Level of Beginning we had 17% in reading, 5% in writing, 6% in listening and 7% in speaking. | Advanced and Early Advanced students in the 4th and 5th grade students need to be identified early on so we can qualify students for reclassification before they transition to MS. Our ELPAC performance goal for our data is to increase our proficiency percentage by 5% across all areas. We will increase our re-classification percentage by 10% percent. | 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 Comprehensive Approach to Literacy 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. Sutro's focus for ELD instruction is academic talk and oral presentations. We will supplement our instruction with the Wonders and Grammar Gallery programs which will support and reinforce the reading, writing, listening and speaking needs of our ELL students., |

HEALTH EDUCATION CORE CURRICULUM

| Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school. | Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year? | What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals? |
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| Based on feedback from community meetings, teachers, and office referrals, data show a positive impact on school culture and climate. We have shifted from punitive discipline to a restorative approach with school wide positive behavior interventions and supports. We also focus on healthy eating and healthy choices. | School wide positive behavior interventions and supports are discussed at the start of the school year and reviewed on a regular basis. Systems are in place that include what to do when a student is escalated, reentry into the classroom, and consequences. Our social worker supports the all classes with implementation of second step curriculum. The PTA also funds a puberty education teacher to ensure the fifth grade curriculum is taught to all fifth grade students. | Designate a staff member for the health advocate position. Include time at staff meetings for the health advocate to provide updates and check in regarding the lessons that have been taught. Provide online access for all teachers to access second step curriculum. |

VISUAL AND PERFORMING ARTS

| Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars. | What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| | Sutro will continue to offer VAPA experiences for all K-5 students. | Sutro will work to integrate the Arts into all subject areas |

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| Sutro continues to value a balanced elementary learning experience. To that end, our students participate in the following visual and performing arts programs: * SFUSD VAPA visual arts lessons * SF Ballet lessons - 2nd grade * SFUSD VAPA Instrumental lessons - 4th/5th grades * Field Trips - Visual and Performing Arts *LEAP Arts in Education performing Arts (Dance) for Kinder and 1st grade *LEAP Arts in Education Music (Choral) for Third to Fifth Grade | | |
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PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

| Narrative describing site's vision for a balanced, comprehensive Physical Education program. | What are your targets/ goals? (Elementary, Middle, High) | What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? |
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| Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided. | Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health? | |
| Physical education is an important aspect of a balanced education and Sutro goes beyond the required PE minutes to promote physical health and development. At Sutro, all students, including English Learners and students with disabilities participate in PE, motor perception, and a school wide field day. | All fifth grade students will meet physical fitness assessment standards. | 1. Teachers collaborate regularly with the 0.4 PE specialist. 2. Teachers receive professional development in PE twice a year from the PE specialist. 3. Sutro continues to hold a field day for all students. 4. Teachers incorporate the use of Go Noodle and movement breaks into their daily lessons. 5. Sutro incorporates morning movement 2 mornings a week with the Sutro Community. |

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

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

Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

A college education is a top priority for the majority of our families. Having a college savings account with between \$1 and \$499 has been linked with children being 3x more likely to attend and 4x more likely to graduate college. Our school uses Kindergarten to College (K2C) savings accounts to encourage a college-going culture and is consistently among the top 5 saver rate schools in the district. Our saver rate is 57.4% (as of March 2018) and our goal is to reach 65%. We have identified a K2C School Ambassador to promote program engagement, taken our Kindergarten classes on Bank Field Trips, awarded K2C Scholarships at kinder and 5th grade promotion, and had K2C staff involved with Kinder promotion, school orientations, staff meetings, tabling at drop off, and other events. We have also piloted accepting K2C deposits at afterschool gatherings. To increase and maintain engagement we will continue these activities, encourage the PTA to provide additional K2C Scholarships, and promote account registration so that families can see their account balances.

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?

We have two staff meetings a month. At these meetings the principal, in collaboration with the ILT, provides professional development. The focus of the PD for the 2018-19 school year will be mostly on supporting English Learners, ELA and Science Instruction. An additional two days are used for grade level collaboration. During this time, teachers have time to go deeper with the topics provided during staff PD and to analyze student work and collaboratively plan instruction. The ILT also works to support grade level collaboration. The ILT meets one time a month and develops the agendas for grade level meetings as well as provides updates on progress and shares best practices. Teachers also have a full day release days. Grade level teams decide if they will use this time for collaboration, observations at other schools or classrooms, or professional learning conferences.

| School-Wide Action Step(s) | How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I) |
|--|--|
| 1. Continue two staff meetings per month to cover business, operational management, and staff professional learning. 2. Continue two grade level meeting days per month. 3. Use ILT to develop agendas for staff PD and grade level. 4. Provide teachers with release days for peer observations, data analysis and planning, or additional professional learning. | 1. Union contract provides time for two staff meetings per month. 2. Union contract provides time for up to 6 additional hours of site based meetings. 3. Our Literacy Coach and ARTIF are funded from general funds and is part of ILT. They will provide feedback to classroom teachers. 4. We will use site funds to provide teachers release days during the school year. 5. Our PTA is supporting teachers attending professional development/ conferences. |

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

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

Reflecting on and improving a Student-Centered Learning Climate

| | Analysis of Data | Targets | Strategies & Interventions |
|---|--|--|----------------------------|
| Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services | Sutro Elementary currently offers a full-inclusions special education program. | 8% of our total student population has an IEP. | |

| | | | |
|--|---|--|---|
| (implementation of care plans, administration of medication, etc.) | | | Classrooms will be designated for mainstreaming of students before the start of the school year. General education teachers will be provided with copies of students' IEP goals and accommodations. School Social Worker and RSP Teacher are an active member of our SAP/SST team. |
| Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ) | Sutro does not have any identified vulnerable student populations at this time. | | |
| Student Engagement/ Attendance | According to the most recent attendance data, we have two first graders and two fifth grade students that have low attendance rates | We need to improve our attendance rates with our those four students. In addition, we need to meet with some of our students/families that are chronically late for school. | 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 Culture/Climate | Suspension rate in the 2017-18 school year -1 student. We continue to work on alternative to suspend students so far this school year. We have implemented a school-wide discipline system and 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. | Continue to implement tier 1 interventions with fidelity so that we can decrease the number of students who require tier two behavioral interventions. Implement tier two interventions with fidelity and data collection. | We need all staff to implement 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. We have hired a full time Social Worker this year to support our goals for the whole child and implement RTI with more fidelity. |
| Social Culture/Climate | 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. At minimum 6 lessons of Second Step are implemented in every classroom by school Social Worker. | New Kinder CB families to participate in school wide meetings and events. Provide all students with strategies to express their feelings in a positive way as seen by a 10% decrease in office referrals, student conflicts, and the need to provide tier 2 interventions. | Continue to have all documents and school-wide events translated. Continue to personally reach out to families in our CBP for participation. Continue to fund 1.0 Social worker to support School culture/climate. |
| Wellness Policy | Teachers have an awareness of the wellness policy and encourage healthy eating and behaviors, however it is not always enforced or followed by parents. | All classrooms will be asked to eliminate sugary foods at class celebrations. | 1. Principal will discuss wellness policy at Back-to-School Night and will have a link to the policy posted on the Sutro website. 2. Letters will be sent home from classroom teachers about class celebration policies. 3. Kindergarten teachers/Admin will discuss healthy eating and lunches during kindergarten orientation. |

| PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach | |
|---|--|
| Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences. | |
| Based on your data choose at least one of the following SFUSD Standards to work on. | Choose at least one of the following focal populations |
| <input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources | <input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other: |
| What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners: | |
| We are concerned about the level of meaningful participation student's have in authentic and equitable ways in sharing their ideas orally during discussion and in writing. This is a challenge for us because it is difficult to assess student learning when they are not independently sharing their ideas and what they understand. In particular, we notice that 4th & 5th grade Chinese girls are less likely to share their ideas aloud during small & whole group discussion. We would like to see an increase in authentic student voice and the sharing of ideas between students both orally and in writing. Work with site Instructional team and EL families to determine action steps to address this problem of practice. Continue to keep speaking and listening as a focal area for ELD instruction at all grade levels. Principal and Literacy Coach feedback will focus on student participation patterns. | |
| How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance | |
| Culture Climate Surveys Report Card data Principal Instructional Rounds Parent/Community meeting groups with feedback | |
| Community Partnerships | |
| What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals? | |
| <input checked="" type="checkbox"/> Academic Support <input type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE | <input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other: |
| List 1-3 current or potential community partner(s) who are address these needs. | |
| Education Outside | |
| What are your specific goals or objectives for these partnership? | |
| Education Outside is committed to advancing science in public schools, outdoors. They transform school gardens into living outdoor classrooms, where we teach a standards-based curriculum during the school day. Their goal is to bring hands-on, experiential science and environmental education to every public elementary school student as a part of the regular school day, throughout the school year. | |
| What actions will you take to deepen your school's partnership with community organizations? | |
| Continue to look for affordable high quality academic and enrichment programs to support our school goals and overall program. | |
| How will you measure the impact? (Quantitative and/or qualitative data) | |
| Community surveys with students, staff and parents. | |

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 = \$1,100

As we continue to build our inclusive practices throughout our classrooms, this \$1100 will be earmarked to supplement sensory materials and supplementary curriculum/ 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 = \$59,582

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 ELD 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 (\$27,067.15) Social Worker. This year we will also fund a 0.6 ARTIF (.1 from resource 07092, \$10,395.23). This position will be a Tier 2 literacy support to reading intervention. The remainder \$7,538.01 will be used to provide Sutro teachers with extended hours. Our teachers are continued to develop literacy units in readers and writers workshop. This money will be used to release them to observe one 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 (TIIBG) 07940

Allocation = \$0

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

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

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

CATEGORIAL EXPENSES

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

Title I = \$56,060 (31500)

How do you plan to use these funds?

Sutro Elementary is 55% Free and Reduced Lunch and 55% English Language Learners. We are using \$51,976.16 (0.5FTE) of our Title 1 funds to fund a 0.6 Literacy Coach to coach teachers in different components of Readers and Writers Workshop. Additional funds \$4084 will be used to pay for staff collaboration and planning time outside of the contracted work day.

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 = \$560

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.**

This money will be used for supplies and translation for all parent events including Principal Tea/ELAC meetings.

Date your school's Parent Involvement Policy was reviewed by your School Site Council: 9/11/2018

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

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

Impact & Innovation Awards = \$0

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

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

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

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

How do you plan to use these funds?

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

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

Equity Grant = \$0

Identify Sub-group & specific actions

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

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

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

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

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"

| Counselor: | Social Worker: | Nurse: | Family Liaison: |
|-----------------------|-------------------------|---------------------------|-----------------|
| | 0.5 | | |
| Wellness Coordinator: | CHOW: | Elementary Advisor: | T10: |
| | | | |
| IRF: | Literacy Coach: | Academic Rtl Facilitator: | Hard To Staff: |
| | | | |
| Other: | Other: | Other: | Other: |
| .4 Library | 1.0 Bi-literacy Teacher | | |

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

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. Social Worker supports SEL for all students including Second Step lessons for each classroom.

SECTION V: Recommendations and Assurances

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

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

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| <input checked="" type="checkbox"/> | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| <input checked="" type="checkbox"/> | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| | <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) |
| | <input type="checkbox"/> Community Advisory Committee for Special Education Programs |
| | <input type="checkbox"/> Other (list) |
| <input checked="" type="checkbox"/> | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan. |
| <input checked="" type="checkbox"/> | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| <input checked="" type="checkbox"/> | The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 . |
| <input checked="" type="checkbox"/> | The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/3/2018 |
| <input checked="" type="checkbox"/> | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| <input checked="" type="checkbox"/> | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| <input checked="" type="checkbox"/> | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| <input checked="" type="checkbox"/> | This school plan was adopted by the SSC on: 9/11/2018 |

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

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

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

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

| Name | Role | Signature |
|-----------------|---------------------|-----------|
| Sarah Weinberg | SSC Chair/ Parent | |
| Marian Currell | Principal | |
| Tiffany Chen | Bi-literacy Teacher | |
| Erwin Wong | Parent | |
| Winn Chan | Parent | |
| Jerome Kuo | Teacher | |
| David Pursell | Parent | |
| Jenny Solis | Parent | |
| Josephine Tang | Bi-literacy Teacher | |
| Rebecca Fedorko | Other Staff | |
| | | |