School Plan for Student Achievement (SPSA)

School Year	2023 - 2024
School Name	Sutro Elementary School

County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
38684786041644	[03/14/2023]	[MM/DD/YYYY]

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Section 1

Purpose and Description

The Single Plan for Student Achievement is a plan of action to improve student academic performance by coordinating all educational services and resources in accordance with California Education Code Section 64001. Identify your school's Every Student Succeeds Act (ESSA) designation by typing an "X" next to the categorical description of your plan. If your school does not have a specific ESSA designation of Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI) or Additional Targeted Support & Improvement (ATSI), you are a Schoolwide Program.

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

Briefly describe the school's plan to meet ESSA requirements in accordance with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs by identifying site goals aligned to our district's Vision, Values, Goals and Guardrails. Reference school year 22-23 LCAP Goals & Actions here: **Student Achievement**, **Access & Equity**, and **Accountability.**

1.

Student Achievement Subgoals

1.02 Implement SFUSD Core Curriculum (design classroom activity, structures, scaffolding)
1.03 Support site-based Core Curriculum coaching (coaching cycles)
1.07 Expand professional development & learning systems (team based learning, new teacher support, coaching, Peer Assistance & Review, coordinating QTEA PD, SFTR, PLUS)
1.10 Professional Development & technical assistance for Students with Disabilities (Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for English Language Learners with IEP's, etc.)

In alignment with SFUSD's **Access & Equity** goal and *Serving the whole child* guardrail, briefly describe the school's plan to *make social justice a reality by ensuring every student has access to high quality teaching and learning.*

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Identify your students who are further from opportunity. Collectively as a district, they are our African American/Black students, English Language Learners, Native Hawaiian Pacific Islander students, Student w/ IEPs, low socio- economic status students and Foster Youth. Identify the specific actions you will take to accelerate their achievement.

Access & Equity Subgoals

2.02 Continue behavioral RtI implementation (PBIS, RP, behavior specialist, trauma informed practices, crisis prevention & intervention, Safety Care)
2.03 Target strategies to address underserved students needs (multi-tiered system of academic, behavioral and community supports, nurses, psychologists, behavior specialists)
2.05 Supplemental support via RtI2 framework & universal Design for Learning
2.06 Professional Development on social emotional and cultural awareness for ELs and Newcomer ELs staff (support & counseling via wellness centers)

In alignment with SFUSD's **Accountability** goal, briefly describe the school's plan to ensure *we keep promises to students and families and enlist everyone in the community to join in doing so.*
Identify the actions you will take to measure progress and communicate progress to students, families and other key educational partners within your school community.

Accountability Subgoals

3.03 Strengthen structures for shared responsibility across District departments (SSC, ELAC, AAPAC, Family Friendly Walk Through, District-Wide event PD, support families in enrollment process)
3.04 Communicate with families via email/text message and improve family contact information collection in SIS
3.08 Provide appropriate staffing and professional development to support English Learners (meaningful parent/guardian communication, outreach and engagement)

Section 2

School Plan for Student Achievement (SPSA)

Stakeholder Involvement

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

We engaged our stakeholders through surveys, parent meetings, ELAC/SSC meetings, staff meetings and at the School Site Summit.
The following groups meet on a monthly basis:
SSC - Second Tuesday of each month
ELAC - Second Tuesday of each month
PTA - Second Tuesday of each month
School Staff Meetings - Second and Fourth Wednesday of each month

Section 3

Comprehensive Needs Assessment

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What are we trying to improve?

Explore Data

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

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

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

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

Identify Focus

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

Analyze Causes

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

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

What data did you look at?

The data we reviewed was as follows:
California School DashBoard
SFUSD Data Disk from AAO
SBAC
Performance Summary District Assessments (RI, IWA, F&P, ELA/Math,Math Tasks, Chronic Absenteeism)

DARTS
Family, Student, Teacher Surveys
In house Social Emotional and Behavioral Data all grades
SEL Panorama data-Wellness Checks for all grades

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

We looked at CA Dashboard Academic Data, SBAC ELA and Mathematics data, Chronic Absentee Data, SBAC data from 2018-19/2019-2020, 2021-2022, Fountas & Pinnell Literacy and Foundational Skills Assessments for grades K-5, Reading Inventory for grades 3-5, and SEL Survey data for all students and focal groups of students.
Based on our data analysis, we will focus on supporting our English Language Learners, our school-wide Writers Workshop,phonics program, and our Social Emotional Learning program in the areas of conflict resolution, social skills and growth mindset.
Our English Language Learners' Performance levels are progressing, however, they are not progressing at the same rate as our English only students. Based on the Reading Inventory data Spring 2022, 3% of our ELL students are proficient or advanced whereas schoolwide, our reading proficiency rate is %.

Why are we getting these results?

We believe that we are getting these results due to our focus of the last 5 years on our reading program, coaching plan and PDs on guided reading-without a direct emphasis on phonics. With the emphasis placed on reading we have seen gains in this area, however, we have not placed as much emphasis on the writing component as well.Since we have been back to in-person learning our scores have gone from up 15% on the for the 2023-2023 school year.We also adopted a K-1 phonics structured program using Fundations in fidelity to help aid in the further positive scores and will add 2nd grade for the 2023-2024 school year. .

We realize that we are still learning how to implement the Second Step Curriculum with fidelity and consistency. A major focus of our SEL program has been on safety and we have seen drastic improvements in school and in the latest data we have to review.

For the past three years we have focused on designated ELD and are using the new Wonders Curriculum provided by the district. It appears that 30 minutes per day is not enough and we will need to provide extra support during integrated ELD to complement what is being taught. During the last 4 years we have seen our academic results increase for all students. However, the pace of the increase is not enough. This means that we need to get better at differentiating for our students' individual needs across all content areas. In the earlier grades, our phonics program has not been implemented consistently and there is a need to provide instruction on phonemic awareness across all grade levels.

What changes might we make and why?

Brainstorm and Prioritize Strategies

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After you have done some work to understand the problem, you will be ready to generate change ideas. What changes can you make to bring about improvement? Where are others achieving success in addressing a similar problem? What has worked for others that you can build on and refine for your context? What ideas surfaced in the context of your data analysis?

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

Change idea

We will focus on language objectives throughout the day. Implementing the district adopted phonics and word study program and include a phonemic awareness curriculum (consistently and sharing best practices) into our balanced literacy program and work on adding in more structured literacy implementation to our daily work as a staff..This will be in addition to readers, and writers workshops focusing on genres of writing, we will focus on integrated language development with emphasis on language objectives in all subject areas. We will provide PDs and workshops for teachers focusing on self efficacy and conflict resolution with materials to teach lessons to students through our school social worker.

How will we implement the change?

We will continue working with a newly formed ILT, have classroom observations, focusing on students and how they are responding to the task. Grade level, grade spans and pathway teams will review lessons and student work to decide what the needs are for individual students and groups of students by focal students as well. We will provide workshops and pds for teachers to learn about growth mindset and conflict resolution and include lessons on growth mindset and conflict resolution with the Second Step curriculum used with fidelity.

What resources will we need to implement this change?

Coaching/Intervention
Social Worker
Librarian/Tech
Common Planning Time
Grade Level Meetings
Full Staff Faculty Meetings
Phonics/Phonemic Awareness Curriculum and PD

How will we know if a change led to improvement?
- Develop a Theory of Action

- Define Measures
- Set a Measurable Goal

Theory of Action
Articulate what change we might make for what improvement.

If we strengthen and align our content (what we teach) and methods of teaching (how we teach) linked to rigorous grade-level expectations, students will be able to transfer what they learned and apply to familiar and unfamiliar situations when the teacher:

- Implements the core curriculum with fidelity and Fundation in K-2
- Creates student-centered learning environments
  Transfers the cognitive load (kids do the thinking) so students can acquire independence and agency
  shows adults what they can do)

When we create systemic structures and equitable learning environments that impact our school and classrooms in ways that influence students' social - emotional development and academic performance and strengthen our practice and abilities to become knowledgeable about the performances that equate to high levels of writing, and engage in inclusive language learning experiences for all language learners with an emphasis on our English Language Learners(ELL), that build on their assets and acknowledge their capabilities of engaging in complex thinking;

 THEN students will demonstrate:
 · Social and emotional competence and growth,
 · Positive attitudes about self, others, and school,
 · Exhibit prosocial behavior and concern about the rights, feelings and welfare of others,
 · Less emotional distress and/or risky behavior

Our ELLs will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day.

And all students will show improved academic achievement and be confident, independent readers and writers writing for purpose and pleasure and students will demonstrate higher levels of performance in their writing.

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

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SBAC, RI, ELPAC, teacher created assessments and student surveys on culture and climate
Measurable Goal **Write a measurable goal statement that is specific, measurable, relevant, time-bound and equity-driven**
Improving **SBAC ELA scores**, particularly for our historically underserved students:English language learners by 10%

Resulting Resource Inequities

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

Based on our data analysis, we will need to focus on supporting our English Language Learners, our school wide phonics and reading program.

Our students need additional opportunities to read, use technological tools, and opportunities to access the curriculum that they may not have outside of school.

Our staff members need additional time, professional development and materials to meet the needs of our students; this is an equity issue.

In order to support our teachers so that they can support our students, we need to realign existing resources with our priority goals:

- Redefine how support staff (Intervention, Coach) focus their coaching/support cycles
- Redefine how teachers use their grade level planning time to support writing, reading (specifically phonics) and SEL.
- Devote professional development time to learning specific components of Fundations and using Language Objectives during designated and integrated ELD.
- Provide additional professional development for the entire staff using our Second Step curriculum to support their teaching and understanding of the necessary socioemotional skills our students need, especially in the area of self efficacy.

Section 4

Goals, Strategies, Expenditures

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

Goal 1 *What are we trying to improve?*

Improving **SBAC ELA scores** , particularly for our historically underserved students:English language learners by 10%

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

We notice lower performing scores by our ELL students in assessments that are both formal and informal. Our English Language Learners' Performance levels are showing positive movement, however, they are not progressing at the same rate as our English only students on the SBAC. Based on the 2022-23 Reading Inventory, 48% of our ELL students are proficient. Our ELs tend to do well with intervention and small group instruction, but struggle with transference of skills to the classroom; thus, we need to build their strategy tool kit so that their learning is sustainable.We need to strengthen our tier 1 support within the classrooms- with teachers providing specific areas of evidence in this.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Inventory DFP	[Add baseline here]	[Add expected outcome here]

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Reading Inventory Report 2 year comparison	W1 54% W2 %	W1 74% W2 %
EL Redesignation	31 students	Redesignate

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)
All English Language Learners with special attention on Long Term English Language Learners.

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

Provide daily language work including phonics and phonemic awareness.
 Schedule Designated ELD for all ELLs every day for at least 30 minutes
    ● Implement Wonders ELD for Designated ELD
    ● Increase the use of Academic Conversation Moves and student collaboration structures in all content areas
    ● Post and assess language objectives for every lesson
    ● Small groups push-in support for our at-risk students to support them and accelerate learning for our long term ELL's and support transference of skills into the classroom setting.
These strategies will strengthen the language development of our ELL's and provide the daily practice needed especially after the 1 year and 2 months time spent previously in distance learning.
 	
Our English Language Learners' Performance levels are showing positive movement, however, they are not progressing at the same rate as our English only students. Based on the 2022--23 Reading Inventory, 48% of our ELL students are proficient. We grew 15% on the RI from the 2021-2022 Fall window data on the RI.

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Proposed Expenditures for this Strategy/Activity

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

Amount	Source
TSA (.6)	Unrestricted (.1) $11,867
	SCG-ELL (.3) $ 35,600
	SWP (.2) -$29,912
Librarian /Tech (.2)	LCFF-(.1) $11,867
	SCG-ELL (.1) 11,867

Goals, Strategies, Expenditures

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

Goal 2 *What are we trying to improve?*

Students will increase their social awareness as measured by results on the CC survey by 5% points.
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Identified Need (use your Needs Assessment as a guide) *Why are we making the changes?*

As reported by students and staff members to RSP Teacher, SSW, and Principal, ELL students continue to struggle with social awareness.

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This will be measured by the SEL Culture and Climate Survey.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Culture Climate	41% Proficiency	46% Proficiency
	[Add baseline here]	[Add expected outcome here]
	[Add baseline here]	[Add expected outcome here]

Goals, Strategies, Expenditures

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

Goal 3 *What are we trying to improve?*

- Improve math scores for our ELL students who are meeting and exceeding standards on SBAC and math milestone by an increase of 10%.

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

The math SBAC scores showed this need for our ELL's. In 21-22 the schoolwide percent that meets and

exceeds standards is 66.7%. The ELL percent is 58.7%.We will need to differentiate and plan for the students to get better support in math. The ILT will meet to plan for the grade levels to choose focal students and goals with objectives specifically to increase math scores for our ELL students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Score	58.7% ELL Math	68% ELL Math
	[Add baseline here]	[Add expected outcome here]
	[Add baseline here]	[Add expected outcome here]

Section 5

Annual Review

SPSA Year Reviewed: 2022-2023

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

Analysis

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

We made improvements in our goals for all areas, especially our RI, F&P and SBAC scores in comparison to the past three years. We will look at the STAR assessment going forward.

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On our goal to ELL's performance, we realize with virtual learning we all had a very steep learning curve and were unable to implement our strategies as we designed them.Since being back on site- our ELL students have gone up % percent on their RI scores schoolwide. We implemented a new reading program Fundation in K-1 and did coaching, push in and pull out services by the coach/artif. The coach/artif led an ELD group and pushed into kindergarten to provide three times a week reading support. The librarian also pulled ELD groups daily.

On our SEL goal, our Social Worker is placing an emphasis on teaching supplemental lessons about social skills and managing conflicts to to all classes in lieu of running the circles. Students have responded well to the lessons and are beginning to have an understanding of the concepts. The students are also having small social skills specific on areas of need based on observations in the classroom and at recess time.

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

[Add text here]

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

[Add text here]

SPSA Appendix: Budget Narratives and Compliance Items

<u>Section 6</u>

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Section 6A - Budget Summary

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

Budget Summary

Description	Amount
Title I (31500)	$ [91, 180]
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

Other Federal, State, and Local Funds

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

Federal Programs	Allocation
Title 1 (31500	$91,180
[List federal program here]	$ [Enter amount here]
[List federal program here]	$ [Enter amount here]

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

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

State or Local Programs	Allocation
SCG-EL	$61,230

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LCFF	63,143
WSF	$1,755,413
SCG-English Learners	$61,229

Subtotal of state or local funds included for this school: $ [152,409]

Total of federal, state, and/or local funds for this school: $*$2,163,93*]

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Section 6B - Budget Justification Narratives

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

Special Education Weighted Student Formula (WSF-SpEd)	Allocation
SPED-These funds will be spent on instructional supplies such as, additional high leverage leveled books, phonics/phonemic awareness materials, Apps to support reading and mathematics, and SPIRE materials to support our tier 3 students. They will also be used to support SpED teachers to attend PD related to differentiated instruction.	$2187
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)	**X**
● 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 How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?	Allocation
We will use .33 for the Intervention position which will serve as a resource to the classroom teacher and provide direct services to help ELL students achieve academically in/out of the classroom. This position will provide designated ELD instruction and integrated ELD instruction to identified students based on ELPAC F&P, and RI scores, support and connect ELL families with academic programs and student progress. We will use .1 ($11,867) for our librarian to pull ELD groups and support our ELL's inside and out of the classroom. We will use .1 ($13,326) for our SSW to support our	$39,160

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students and families with resources and materials to support them at school and home to make that connection. We will use $342 of these funds for supplemental instructional supplies to support our English Learners..	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)	**x**
● 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 How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?	**Allocation**
	$0
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● 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 If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?	**Allocation**

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	$0

Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● 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 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?	**Allocation**
	$0
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● 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)	

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Categorical Expenses

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

Title I (31500)	How do you plan to use these funds?
$91,180	We will use .25 of these funds ($37,390) toward direct services for the students inside and outside of the classroom. The interventionist will provide push-in and pull out services to students and serve as a resource to the classroom teachers in supporting lesson objectives and development specific to the ELL students in K-5. We will also use this position to develop coaching cycles that strategically address staffing needs in a coherent and transparent way. Develop professional learning outcomes for each coaching cycle and analyze data from cycles to measure impact on student outcomes. using existing structures for intervention, provide tier 2 out of classroom intervention for students meeting intervention criteria. We plan to use .5 (53,250) for a class size reduction teacher to provide a smaller class size with instruction in the 4th grade to prevent a combo class. We have $5620 left for curriculum and supplies for our students to supplement the curriculum and match our goals.

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

1% Title I Parent Set Aside	For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy.	Date your school's Parent Involvement Policy was reviewed

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		by your School Site Council
$853.70	We have scheduled monthly meetings with our SSC, ELAC and PTA to review goals and identify areas of improvement based on our identified goals for the year. These funds will support printed materials needed, child care and supplies needed to support family/community gatherings.	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)		
● 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)		**X**

Title I - CSI (31820) (if applicable)	How do you plan to use these funds?
$0	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● 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)	

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

$0	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)	
● 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	**How do you plan to use these funds?** **(For Middle Schools and PK-8 Schools as applicable)**	
$0		
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)		
● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)		
● Professional Capacity (LCAP Priorities: Basic)		
● Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)		
● Parent-School-Community Ties (LCAP Priorities: Parental Involvement)		

Equity Grant	**Identify Sub-group & specific actions**	
$0		
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)		
● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)		

● Professional Capacity (LCAP Priorities: Basic)	
● Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)	
● Parent-School-Community Ties (LCAP Priorities: Parental Involvement)	

QEIA Carryover	How do you plan to use these funds?	
$0		
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)		
● 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)	How do you plan to use these funds to support your school-wide actions?	
$17,500/PTA $10,000/ SPARKS Grant	We will hire a part time (.8) SEI Education Outside fellow to support and teach environmental literacy to all students. The Fellow will work 4 days a week supporting teachers and teaching classes. The Fellow will cultivate a garden space and green schoolyard to promote urban students' connection to the environment and nature.	
Type an "X" next to the Bryk Essential that most aligns to the use of these funds (select ONE)		
● Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)		**X**
● 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)	

School Plan for Student Achievement (SPSA)

<div style="background:#c5dcb0">

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.

</div>

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor		Social Worker	.5	Nurse		Family Liaison	
Wellness Coordinator		CHOW		Elementary Advisor		T10	
IRF		Literacy Coach		Academic Rtl Facilitator		Hard to Staff	
Librarian	.8	PE teacher	.40	Art Teacher	.40	Music Teacher	.60

Additional Information:
Social Worker - .28 LCFF, .12 Unrestricted .1 SCG ELL
Librarian- .1 LCFF, .1 SCG ELL - funding-provide ELD groups and support for tier 2 student groups of intervention.
Our social worker supports SEL for all students including Second Step lessons for each classroom.
Our librarian will provide weekly library time for each class K-5.
Coach/Intervention- .33 SCG ELL, .25 IASA, .12 Unrestricted =.6

Section 7

Assurances Checklist & SSC Roster/Attestation	

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

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

	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
X	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.
X	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 [PTA]
X	The SSC reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
X	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 the plan upon its completion before **March 24, 2023**

School Plan for Student Achievement (SPSA)

X	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: [March 14,2023]
X	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.
X	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.
X	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
X	This school plan was adopted by the SSC on: March 14,2023-updated 9/20/23

School Plan for Student Achievement (SPSA)

Name	Role	Signature
Kirk Whitelaw	other staff	Kirk Whitelaw
Dennis Bourg	SSC President / Parent	*Dennis Bourg*
Tiffany Chen	Teacher	Tiffany Chen
Canice Murphy	SSC Vice President/Parent	Canice Murphy
Heidi Rivoire	Council Member/Parent	Heidi Rivoire
Josephine Tang	Teacher	Josephine Tang
Chi Chan	Teacher	Chi Chan
Beth Bonfiglio	Principal	Beth Bonfiglio
Jennie Solis	parent/member	jennie Solis
Sindy Castro	parent	Sindy De Castro

3/14 SSC Meeting sign in sheet
updated 9/20/23