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

School	**Alvarado Elementary School**
Principal	Dr. Laurie Murdock

SCHOOL VISION & CONTEXT

Alvarado is more than a school; it is a community. We are a school of languages, a school of arts, a school of cultures and social justice. Our mission is to reach and teach the heart and soul of the child through a robust and rigorous language experience, math, the arts, sciences and physical education. We are located in the heart of Noe Valley, providing a powerful public education experience across two language pathways to over 500 students in grades TK through 5th. We also embrace our K-2 and 3-5 special day classes with students with moderate to severe disabilities.Our school is a Spanish Immersion school. In grades K-3, we have two Spanish Immersion classes, and two General Education classes. We have two 4th and two 5th Spanish Immersion and General Education classes and a 4/5 Spanish Immersion and a 4/5 General Education Class. .We have student who come from all around the city, including the Mission, Potrero, Tenderloin and surrounding Noe Valley neighborhoods. Our student population consists of about 28% of who we name as English Learning Emerging Biliterate Students (EL/EBS), which is a more positive label than the deficit English Learners. About 45% of our students are identified as having a Spanish Surname, 38% identify as White, about 2% of our students are African American or Black and 7% identify as two or more races. About 11% receive services in Special Education. About 33% of our students qualify for free or reduced lunch. Every morning we gather in a huge Alvarado circle and begin our day with exercise, breathing, and announcements. Our greatest strength lies in the dynamic and joyful learning communities in each classroom. Our teachers have a very high combined average years of full time classroom experience. They work together to ensure strong, positive classroom environments for academic learning. We have a very active and involved English Language Advisory Committee (ELAC) under the leadership and support of our Family Liaison, as well as one of the highest-grossing Parent Teacher Associations (PTA) in SFUSD. This additional funding provides students with a number of supplementary programs, including Motor Skills, Computer Lab, Arts Lab and Science Lab. Parents and guardians are heavily involved in a variety of ways, ranging from fundraising, donating materials/snacks, helping out in the classroom, leading committees, attending field trips and participating in our regular community events like Work Day, Arts Showcase and special community events such as Día de los muertos festival, International Potluck, Día de Ciencias, and our annual Auction. We have a proud tradition of arts and enrichment and several signature student performances each year, including our award-winning Dia de los Muertos performance, the Peace Assembly, the Civil Rights/Diversity, which honors our Black community and which will be entitled Black History Appreciation Assembly going forward, the Women's Appreciation Assembly, Earth Day Assembly, Musical Instrument concert, and a Latin@ Appreciation Assembly. Each year students look forward to special events such as Alvarado Day, the Lunar New Year Parade and the Halloween Parade. We are working at acknowledging our EL/EBS and our students with special needs. Across the classrooms, there are a number of strong practices and strategies in place. Our goal in the upcoming year is to develop a systematic approach school-wide ELD, RWW literacy and math instruction that is consistent across pathways and grade levels from year to year. We will achieve this through the implementation of highly effective, collaborative and empowering planning time sessions in each grade level. We will do this by acknowledging the strengths of all our students and embracing a growth mindset.

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 MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ 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 2016-17Window 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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)	▪ 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	▪ 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	▪ 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

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):
Our English Learning Emerging Biliterate Students, (EL/EBS) are not making the same gains in English assessments, such as the the SBAC, RI, and F&P scores in English as non EL/EBS peers. These students are also mostly academically Latin@ students and students with lower SES. We dedicate Tuesdays to grow professionally in grade levels and cross grade levels. One week is dedicated to ELD. One week dedicated to Readers' and Writers' workshops. And one dedicated to Socio-emotional learning. In addition, the Tuesday grade level meetings, we also have individual grade level meetings. These meetings reflect the previous Tuesday meetings with the goal of going deeper. We also have an Instructional Leadership Team. This team is made up of a representative from all grades, both English Only and Spanish Immersion, from the literacy support, the CARE (SAP) team as well as from the SpEd team.

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
		In 2016-2017, our school community spent over $100,000 purchasing leveled libraries for each classroom. in 2017-2018, all classroom teachers are meeting twice a month to plan for Readers and Writers workshop as well as ELD at both whole staff Grade Level Meetings and Independent Grade Level Meetings. These meetings are geared toward professional development, analysis of student work and planning. In addition we received a RWW grant from the Bravo Foundation to build on RWW. The PD focus has been on executing the minilesson and conferencing with some small group work. Our EL/EBS students are receiving at least 30-40 minutes a day of Designated ELD. Time was allocated to analyze data with colleagues through the Plan Do Study Act process to accelerate and define next instructional moves.	We will continue with GLC meetings and setting aside funds for PDs to raise the level of our differentiated reading and writing instruction. Next year, we will continue the focus on RWW with a focus on guided reading, strategy groups and book clubs. We will also continue to focus on ELD with additional PDs to plan lessons. We will provide time for teachers to engage in a Plan Do Study Act process.

In 2016-2017, teachers had two facilitated GLC meetings just about every week to work on building capacity in the TC RWW model. A literacy coach work with some of the teachers individually. The results of this effort showed an increase of scores. On the 2015-2016 SBAC test, 59.8 % of students were proficient. 16.9% of EL/EBS were proficient and 33.3% of Latin@ students, and 85.4% of our white population. were proficient. We are committed to closing our achievement gap within English district and state assessments. In 2016-2017, an average of 62% of all students at Alvarado were proficient. That is an increase by 3.2% of of all students at Alvarado that were proficient. About 18% of EL/EBS were proficient, a 1.1% increase of EL/EBS reaching benchmark; 41% of Latin@ students met standards, a 8% increase of Latin@ students meeting standards. In addition, 16% of our SpEd students reached grade level standards, a 6% increase from 2015-2016. We had a 3% increase with 88% of our white population proficient. Only 28% of our students with lower SES met standards,a slight dip from 2015-2016 30% of students making benchmark. We are committed to closing our achievement gap within English district and state assessments.	Our goal for proficiency rates for the 2016 SBAC was 65% of our school passing with 22% of EL/EBS meeting standards and 38% of Latin@ students reaching standards. Based on 2017 scores, we almost made our goal, but missed by 3%. We missed our EL/EBS goal by 4%. However, we met our goal with a 3% increase of Latin@ students making proficiency in ELA on the SBAC. There was no goal set for our students with disabilities or with students living with a lower socioeconomic status. By groups: For our Latin@ group, we are aiming for a 10-25% increase in proficiency from 41% to 51-66% We are aiming for a 10% increase proficiency for our White students from 80% to 90% We are setting a goal of 20-41% increase in proficiency for our EL/EBS from 9% to 29%-50% For our students with disabilities, we are aiming for a 20-40% increase goal from 12% to 32%-52% For our students who qualify for free and reduced meals (SES) we are setting a goal of 20-30% increase from 30% to 50-60%	

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?
Our EL/EBS are not making same gains as other peers academically and in attendance. These students are also mostly Latin@ students. We noticed that in 2017-2018, about 10% of EL/EBS scored at a proficient level on the RI, a decrease of 5.5% from 2016-2017. We also noticed that about 22% of students made proficiency on the English F&P, a decrease of 5.6% in 2016-2017. However, in the F&P Spanish assessment, 43.1% of students scored at a proficient level. That is a 13.5% increase.	We would like to raise the the level of proficiency in Spanish by 10% because we believe that students can learn two languages and students who have a strong foundation in language can apply skills to other languages simultaneously. We would like to increase RI and F&P English scores by 10% because we believe a robust English Language Development program will enable students to be proficient.	We will continue to offer SI teachers support with a literacy coach Provide planning and PDs in ELD to build the capacity of teachers to develop strong ELD lessons We will provide Spanish and English reading supports through ARTIF/Literacy Specialist We will apply differentiation in all classes using the RWW program and best practices in Math Teachers will monitor EL progress through daily conferences/small groups for students below level, a running record at least once a week; and a F&P/RI assessment once a month. Reading Partners is another resource that Tier 2 students can receive to deepen their reading skills.

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):
As stated, our EL/EBS are not making the same gains as other peers academically and in attendance. Our ILT work on upcoming Tuesday meetings. With these supports, teachers are diving more deeply into instructional practices in Math. We have also supplemented our Math program with Dreambox, we are piloting Marcy Cook's Math tiles, hired a part time Math para to work with all 3rd-5th grade students.

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

Analysis of Results Mathematics-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all	What instructional shifts and supports will be required

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		students reach mastery?	specifically for your focal students to achieve these goals? WASC Ch.5
On the 2015- 2016 SBAC, 58.2% of students met standards. This increased to 63% in 2016-2017. About 15% of ELLs met standards in 2015-2016 and that increased to 21% in 2016-2017. In 2015-2016, 33.3% of Latin@ students met standards. That increased to 43%, a 10% increase of Latin@ students scoring at proficiency in Math.This was the first year of bringing on a Math support teacher. Both the ELAC and The Parent MATH Committee recommended this support. Teachers also participated in facilitated GLC meetings with the Math Content Specialist. Perhaps these are some of the reasons for the cause for the significant increase. Our EL/EBS showed growth on the Math Task performance by 11%. About 11% of our EL/EBS met standards in window 1, and 22% of our EL/EBS met standards in window 2. However, in the Math Benchmark, 11.5% of our EL/EBS met standards, which means that 10% fewer students compared to SES students met standards, and 15% fewerEL/EBS students met standards compared to students with IEPs. About 30% Latin@ students and about 50% more White students met standards compared to EL/ELB. In 2017-2018, the overall percentage of those students grades 3-5 meeting proficiency on the Math SBAC decreased by 5%. For our Latin@ students, scores decreased by 5%. For our White students, scores decreased by 10%; for our EL students scores decreased by 10%, for our students receiving SpEd services, scores decreased by 4% and our students with low SES's scores stayed the same. However,when comparing 2016-2017 to 2017-2018, scores on the Math Benchmark the percentage of students making benchmark increased by 4% overall and in The Math Task, students who reached proficiency increased by 17.6%.	We would like to see 10% more students increase to proficiency in SBAC; Math Benchmark and Math Tasks.	Students vastly improved from 2016-2017 in Math. In this year the Math Content Specialist came and facilitated monthly GLC meetings. This past year, we started the year with some PDs on Tuesdays once a month. In January, we decided to just focus in Math in individual grade level meetings filling out a concept map once a month and not focus a PD Tuesday with Math. Instead, the Math committee would find meaningful 10 minute connectors that teachers could adapt to classroom instruction. Teachers were aligned closely in Math. Therefore, a continuation of creating concept maps in math with Math connectors at Staff meetings. 3rd -5th grade teachers had a para 30 minutes twice a week to support students on the cusp. In addition, in February, all Spanish Immersion teachers received 20-30 minutes twice a week from the support teacher-some who utilized her in Math.	The ILT will need to convene to decide how to better target Math across the grade levels. Spanish speaking Math para grades 3-5 to help with students at cusp Math Specialist to work with teachers analyzing work to deepen instruction Math Specialist, Math Para and Parent Liaison to spearhead Dream Box Also, making Math more accessible for EL/EBS during Integrated Math could be a focus for the Math Leadership Team and during GLCs. We will continue with DreamBox- but give it more emphasis in classrooms and family access in the morning, after school, and at home. We will add appropriate supplements, such as Marcy Cooks' math tiles, videos, and games to add to Math program. In addition, we will access our content specialist on a more regular basis Continuation of monthly individual GLC meetings focused on Math. Staff Meeting Math connectors/strategies that teachers can use in their classroom PDs on Math curriculum as needed based on analysis of Math Tasks/Benchmarks.

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?
	We would like to see at least 10% increase in each of our targeted populations, with the hope of comparable scores to that of the whole school and White peers.	A part time Spanish-speaking para who served students in all 3rd-5th grade classes so teachers can better support students below grade level. Spanish speaking Math Specialist in grades K-2 (push in) Math Specialist to work with teachers analyzing work to deepen instruction Math Specialist, Math Para and Parent Liaison to spearhead Dream Box Continuation with well-planned implementation of DreamBox to meet Tier 2 students. Pilot of Marcy Cook's Math Tiles.

In 2016-2017, the district Math Content Specialist met with each grade level team once a month to plan and analyze student work. A part time Math Coordinator worked with students who were underperforming. A strong Dreambox implementation plan helped serve students who were underperforming. They received Dreambox access at home and before school. As a result of these practices, in 2015-2016, 57.6% of our EL/EBS met standards in SFUSD's Math Task. In 2016-2017, 63.6 % of our EL/EBS scored proficient in SFUSD's Math Task. That is a 6% increase in EL/EBS met standards. In 2015-2016, 15.4% of EL/EBS met standards in Math. In 2016-2017, 24.6% of EL/EBS met standards in Math. That is about 10% increase in EL/EBS scoring at proficiency in Math.Our students with IEPs, did not fare as well. In the Math Tasks, in 2015-2016, 44.8 students made proficiency. However, in 2016-2017, only 34.8 students made proficiency. That is a 10% decrease in students making proficiency. However, in the SBAC for Math in 2015-2016, 13% of our students with IEPs, met standards and in 2016-2017, 16% of our students with IEPs, met standards That is a 3% increase in students met standards. For our African American students, 89.9% made proficiency on the Math Task in 2015-2016, but only 50% made proficiency in 2016-2017. In SBAC for Math both in 2015-2016 and in 2016-2017, 50% of our African American students scored proficient. For our students with lower SES, 30.9% of our lower SES met standards on the Math Task in 2015-2016, but that jumped 29.9% as 60.8.% of our lower SES met standards in 2016-2017. There are many factors, one may be the number of students assessed. In 2015-2016, only 42 students were assessed and in 2016-2017, 79 students were assessed. In SBAC for Math, 27.8% of our lower SES scored proficient in 2015-2016 and in 2016-2017, only 26.6% of our students living with lower SES students met standards, a 1.2% decrease- not very significant, still 27 students were assessed in 2015-2016, and only 21 in 2016 -2017. Perhaps that is the cause for the decrease.

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	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?
In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		WASC Ch.5
		Teachers will receive NGSS PD at the beginning of the year and will be given time to map out their year in Science Teachers will receive ELD PD integrating Social Studies and Science. Students will receive computer class once a week. In addition, classrooms will have a set of six iPads (for TK-2) and Chrome Books (3rd-5th) to develop their writing, research computer skills.

All students attend our science lab every other week for the full year with hands-on discovery based learning. In addition, our Science Lab teacher offers articles that teachers can use for ELD and/or classroom Science. Teachers are encouraged to use existing Foss Science kits, as we wait for the district's amplified Science curriculum. Finally, Alvarado's Science Lab teacher will provide 2-3 Science experiences garden as part of the Life Science unit. The garden will be a viable resource for after school program as well. Students will also participate in the Science Sacks project, which go home so the family can participate in Science -related exploration. The Science sacks are in Spanish and English to provide access to most of our students. Additionally, all students have weekly computer and library classes where they gain 21st century computer and engineering skills, such as coding and basic robotics.	All students will continue with Science Lab every other week. In addition, they will be engaged in NGSS through classroom Science and/or ELD through Social Studies and Science curriculum , as we wait for the district's amplified Science curriculum. Our goals include 80% of our 5th grade students will meet proficiency on the Science Test. In addition, students will show an increase in scores on their Science grade indicated on their report card. Specifically, 80% of all our students will reach an average of at least a 2.5 across the three trimesters.	

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? 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
In 2015-2016, 20% of our EL/EBS made a year's growth. In 2016-2017, 54% of our of our emerging biliterate students (also known as EL students) made a year's growth. That is close to 34% increase of our EL/EBS making a year's growth. In 2015-2016, 10% of our emerging biliterate students (also known as EL/EBS) were reclassified. However, in 2016-2017, only 2% of our emerging biliterate students (also known as EL/EBS) were reclassified. Our goal was that 18% of our students would be reclassified. We did not make that goal. However, the 34% of students making at least a year's growth indicates movement toward reclassification. Our 2017-2018 ELPAC overall data results show that about 16% of our students are at Level 1; 25% are from 2nd grade and 25% are from 5th grade. About 28 % are at Level 2. About 35% of Level 2s are in 2nd grade. About 28% are at Level 3. About 25% are 1st graders and 35% are 4th graders. Finally, about 27% are at Level 4. The Level 4 are just about equally distributed from 1st grade-4th grade. with 26% 1st graders; 21% are 2nd graders; 32% are 3rd graders; and 26% are 4th graders. We have no Kinders or 5th graders at Level 4. This suggests that the work we have begun in ELD especially in the younger grades is making somewhat of an impact. We have more work to do.	Even though, we did not make our 18% increase in reclassifications, however because of steady growth, we remain with high expectations and will increase that goal to 20% of our EL/EBS will be reclassified.	

We will continue with a robust Spanish Immersion program, providing school-wide cultural experiences for our EL/EBS to feel proud and know their strengths based on other measurements than the ELPAC and reclassification. Designated ELD: We will continue to build teacher capacity in creating ELD lessons by providing PD once a month cycles in September and January. These PDs will focus on mapping Designated ELD lessons OR using Wonders ELD kits and other grade level appropriate materials. The focus of using Wonders will be understanding the overview and structure of the text; making meaning by deconstructing text at the word and sentence levels, focusing on verbs and verb phrases; noun and noun phrases; modifiers; how texts are condensed or expanded upon... practices will include shared reading; shared and interactive writing, and opportunities for students to deepen their understandings and writing skills. Integrated ELD: We will continue RWW and differentiation in Math as well as in Science and Social Studies to provide supports needed for EL/EBS. in our ILT, we will analyze EL data which will drive our PDs. We will continue to build a strong ELAC who will support our families of students learning English with reclassification seminars being clear what is needed to reclassify students We will also review criteria with teachers. We will provide data of student status in the reclassification process. We will provide learning for teachers and parents around the ELPAC and SBAC assessments, offering more workshops for families and student support with practice seminars. Our PDSA cycles will focus on our lower performing EL-EBS.

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?
	We would like to see that students (Latin@ students, Students living in a lower SES, EL/EBS students) showing a greater SEL and climate score with the cluster forming to the right of quadrant line (70%). We'd like to see 85-100% student engagement so that they can access the curriculum whether it be their during minilessons small group and/or independent work time. We'd also like to increase attendance by 6%. We'd like office referrals to continue to stay low with a decrease of 10% On the culture-climate survey data, we would like to continue improving the growth mindset with an increase from 5 points to 8 points. With self-efficacy, we would like to build this from -1 points to 8 points. With self-management, we'd like to see continued growth from 3 points to 8 points. And in self awareness, we'd like to increase this from 0 points to 8 points.	We are increasing our head yard coach's hours from 5 hours a day to 6 hours a day. We are hoping with this extra support, students will feel a greater sense of security in the school and start to see the benefits of Restorative Practices. We are also increasing our Parent liaison to full time. Having more hours, our parent liaison will be able to reach attendance goals more easily being here full time. In addition, our parent liaison will also support some of the ways we are building our socio-emotional capacity-such as parent communication, conflict resolution with students through Restorative Practices, Crisis Response, Yard support, and Pax, just to name a few. We also plan to use our social worker and our partnership with Marina Counseling to help students feel a greater sense of self-efficacy and an overall sense of well-being. Involving our parents with the roll out of Restorative Practices, will also help all to see the benefits of healthy communication and give a sense of belonging. We are implementing PAX -- which will give the school a common language which will help students in clearly understanding expectations, and we expect to see growth in the growth mindset, self awareness, self-efficacy and self management scores. With pax, we also expect to see students score more favorably on the SEL and School Climate surveys

In reviewing the SEL/CC and Academic Outcomes, we notice a high correlation between students (White and Asian) who did well on the SBAC assessment and their high scores in the SEL and CC survey. We also noticed a high correlation with students not meeting standard in SBAC (Latin@ students, Students living in a lower SES, EL/EBS) who showed lower SEL and CC scores. In the Social-Emotional section of the survey, in 2016-2017, compared to the average of all elementary schools in SFUSD, Alvarado students scored highest in the growth mindset and lowest in self-efficacy. In the Climate and Culture part of the survey, Alvarado families, teachers, and students scored lower than the average of all elementary schools in SFUSD- in all sub-sections, across the board. Finally, both in 2015-2016 and 2016-2017, about 8% of Alvarado students were chronically absent, with 3% chronic absenteeism; 11% Latin@; 113% EL/EBS; 6% SpEd; and 17% of our students within lower SES. When comparing 2015-2016 scres to 2016-2017 school year, our growth mindset as reported by ur 4th and 5th grade students grew 5 points. Our Self efficacy decreased by -1 points. Our self management scores increased by 3 points and our self-awareness stayed the same at 0 points. When comparing 2016-2017 to 2017-2018 data, we decreased in Growth Mindset by 1 point. We increased our selfefficacy by 4 points. We increased w our self management by 3 points and made no growth self awareness scores (0 points) In the SEL/CC and Academic Outcomes quadrants, Alvarado overall scored above 50%; however, our EL-EBS, Latin@ and our low SES and our students with SpEd services all fell below the 50% porficient on SBAC line and interestingly fell to the left of the SEL/Culture climate line 70% line. This suggests that student groups that are not scoring at least 50% proficient in the SBAC also did not score as high on the SEL surveys. This clearly shows the strong relationship between academics and socio-emotional learning. In the climate bottom quadrant overall, Alvarado as a whole did not reach the 70% satisfaction line. This indicates that Alvarado can improve on meeting students' SEL strengths and needs. .

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?
Alvarado ES is known for their arts program. We are fortunate to have a school wide focus on both the arts and science. We have allocated funds so that each students receives music and upper grades will receive a drama class, Each student in our school had a weekly art class with a certificated art teacher.	Based on discussions with staff and families, we will continue with five days a week of visual arts in our Arts Lab. We will stay committed to the arts offering opportunities for students to grow in their strengths and learn new ways of expressing themselves.	The PTA has allocated about $25,000 to supplement Alvarado's art program. In the next few months, we will continue to engage the community on how to best utilize these funds to build a robust arts program. This may include a partnership with SF Arts- or it might include expansion of VAPA through choir, dance or ot… forms of art.

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. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education 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?

Schedules to ensure all students have access and required minutes are provided.	How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
In terms of PE, students seem to enjoy PE and the guidance of our PE teacher brings much joy to students, families and staff in the morning PE times. Teachers work with our PE Teacher during their assigned times in authentic evaluation of PE grades	Our PE coach and teachers, along with our social worker and yard coaches (our health advocate), to provide feedback so that our students can set physical fitness and health goals. In addition, in Science, teachers and Science Lab Specialist teach students functions of the heart and lungs and how it relates to health.	All students participate in 100 minutes every ten days. K-2 students participate in Motor Skills. We also participate in Jumprope for Heart, where students set jumping goals and are provided opportunities to monitor their heart rate during the event.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

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

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?

SFUSD's Mission Statement states: Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century. SFUSD's Vision of Student Success states: Every student who attends SFUSD schools will discover his or her spark, along with a strong sense of self and purpose. Each and every student will graduate from high school ready for college and career and equipped with the skills, capacities and dispositions outlined in SFUSD's Graduate Profile. We believe providing students with high quality ELD, Reader's and Writer's Workshop, best practices in Math, Science Lab lessons, and Computer/Coding Lab lessons, including digital citizenship, will give students necessary academic skills to continue to grow. When students are met with academic or socio-emotional challenges, out CARE (SAP) team meets to discuss student strengths and needs and plans a course of action that will allow them equitable access to curriculum and to enjoy learning. At Alvarado, we offer students a wide variety of arts, such as visual arts, music, drama, movement (in Motor Skills). We believe in this way students will find their spark academically and in other forms of intelligence.

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?

Teachers participate in whole staff weekly PDs two times a week, dedicating one month cycles to RWW, ELD and Social-Emotional Learning, adding Science and Math, too. This may be alternated to dedicate months toward one area which teachers in the ILT will decide along with principal. One week a month will be dedicated to staff announcements and will be co-planned with teachers. We will also offer 18 hours of Prop A time. The teachers and ILT will decide how GLCs are conducted- the accountability tools that will be used; facilitated and meaningful support needed and the content of GLCs:studying student work and planning time. Many of our teachers also work with our Literacy Coach in a coaching cycles.

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)
In 2017-2018, we are working to partner with a staff developer for reading and writing workshop to train and coach our teachers in workshop. The district math department attended at least one of our whole staff GLCs to support our implementation of the math core curriculum. and guided our Math Team in planning supports for teachers. We will also be partnering with multilingual to strengthen our implementation of ELD. Finally, we will dedicate once a month to socio-emotional learning.	The PTA and grants will help us fund the reading and writing workshop consultant. Prop A hours will support additional hours focused on ELD, the new math curriculum and reading and writing workshop implementation and socio-emotional learning with a focus on PAX and Restorative Practices.

STUDENT-CENTERED LEARNING CLIMATE

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	We practice mainstreaming, giving our students access to learning and developing friendships in General Ed classrooms We also practice reverse mainstreaming, where students from General Ed classrooms go into SDC classrooms giving back and learning different ways our students with disabilities learn and grow..	We would like to keep with all students disabilities interacting with General Education students. We would like to increase our reverse mainstreaming program as well as maintain the number of students mainstreaming into general ed classes.	Our special education pathway in addition to RSP is medically fragile students. As a school community, we work to include our special education peers in every part of the school community from schoolwide assemblies to peer building time. Parents from our special education classrooms are integral parts of the PTA and many of them serve on the PTA board. Additionally,, we are deeply committed to an eventful and special Inclusive Schools week and our committee works on it all year.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	About 33% of our students live in poverty.	We would like to address acknowledging strengths and meeting needs of students less fortunate.	Continue providing more field trips Continue providing a rich arts program Continue providing academic support through Reading partners and DreamBox Perhaps, starting a food bank Creating more incentives for K2C program
Student Engagement/ Attendance	8% of our students are chronically absent. Moreover, students with lower SES tend to be absent more.	We'd like to decrease the overall number of absenteeism by 3%. We would also like to see students with lower SES decrease in their absenteeism	Create a strong morning incentives of breakfast; Dreambox; yard games before school. Our parent liaison reaching out to families with chronic absenteeism
School Culture/Climate	Data shows that students, families, and staff were less satisfies with school culture across the board when compared to other schools.	We would like to see a 10% rise in satisfaction with teachers, families, and students.	

			We believe if students are happy, teachers and families will also be happy. Therefore, to support positive behavior, we will implement the following: Creating a more robust Cougar Tickets system Continuing with Read A Thon and other fun school-wide activities Continue with assemblies that bring a sense of belonging Having teacher voice in decision making is another way to increase satisfaction. Finally, the school, will continue to build community with events- and other ways to get to know our families, such as principal chats and parent teacher conferences.
Social Culture/Climate	We still see a gap between our students who are doing well academically and students who struggle academically. We also see gaps in student perceptions when it comes to race and ethnicity	We would like ot see students who do not perform as well academically still feel a sense of efficacy and a sense of belonging. We would like to see our African American students especially feel a stonger sense of belonging	Developing an AAPAC where African American families have a voice and a sense of belonging- Staff participate in "The Skin I'm in"PLC-- with activities at every Tuesday Meeting Continuing to create a wider diverse PTA Teachers wil continue PBIS such as RP and Tribes; differentiation and other ways to build a sense of self and an appreciation of others.
Wellness Policy	Students and families comment on the amount of bullying in the school	We would like to see less bullyi… overall, and greater sensitivity to others with differences by giving tools to students to navigate through difficult interactions with peers.	Teaching students to walk away and tell an adult when they are feeling bullied Assemblies and classrooms presentations on helping students navigate bullies -Stronger implementation of community buildi… and Second Step and Restorative Practices Continue with CARE Team providing families the opportunity for SSTs when students do not respond well to Restorative Practices or other PBIS strategies to work with families in acknowledging strengths and addressing needs

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
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
☐ Supporting Strong Relationships/Facilitating Two-Way Conversation ☑ Linked to student learning ☑ Valuing diversity/speaking up for every student ☑ Sharing power & decision making ☐ Connecting families to community resources	☑ African American families ☑ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ 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:

Sharing Power & Decision Making: Our school PTA is very involved and supportive of our school programming and efforts. We hold many events throughout the year and fundraise over $400,000. We have many PTA committees that support out school such as science, garden, literacy, arts, healthy kids, technology and math. Parent leaders of the executive board meet once a month along with the principal and three teacher representatives. We also share in power and decision making through the School Site Council (SSC). Finally, we have an active ELAC, made up of mostly the Latin@ population. Linked to student learning Our ELAC also holds monthly parent meetings and targeted programming.We are working hard to involve our EL/EBS, socioeconomically disadvantaged, and Hispanic families in our school community. About 44% % of our student population is Latin@ and around 28% of our school is EL/EBS as well as 33% of our students are economically disadvantaged. Our parent liaison, literacy coach, and our social worker is constantly performing parent outreach to our EL/EBS families and informing them of events as well as holding workshops on supporting students in reading, writing and math. We also consistently use ParentSquare and School Messenger as an outreach tool to families. In this year of transition, we have been building clarity with SFUSD's protocols and are in Year 1 roll out of Restorative Practices. We are sending parents to RP training given by the district. We also partner with families through the Student Success Team (SST) and Individual Educational Plan (IEP) processes, providing academic and socio-emotional support to students. Finally, to build a sense of community, we have ways to unity families, through parent get togethers, periodic art days and get around 50 families for each event. We also have monthly school-wide assemblies where students perform -- Peace, Diversity, Women, and Latino Pride. Finally, We have events for family every two months -- Dia de Los Muertos Festival, and an International potluck. and a Día latino de las Ciencias. Value diversity/speaking Up for Every Student. In 2018-2019, we'd like to continue with these two standards and in addition, add Value diversity/speaking Up for Every Student. We notice that our Latin@ families are still not represented in many PTA events. Further, this year, we are building the African American voice through the planning phase of an AAPAC.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

-We will measure growth by greater attendance by Latin@ families with students who are EL/EBS in ELAC and African American families in AAPAC.

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?

☑ Academic Support ☑ Behavioral Health & Wellness ☐ College & Career ☑ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☑ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☐ Parent/Family Support or Partnership ☑ Other: **Opportunities for PTA/Teachers to grow in race and equity awareness through district PDs and/or organizatons such as SFCESS.**

List 1-3 current or potential community partner(s) who are address these needs.

1.Current: PPS with Restorative Practices trainings each month. We would like school wide RP Training, especially as we enter in to year 2 of our RP rollout 2. Moving forward: SFCSD/SFCESS provide a Saturday retreat to look into RACE AND EQUITY awareness 3. Build a stronger understanding of ELD

What are your specific goals or objectives for these partnership?

Goal 1: We would like school wide RP/PAX/PBIS training, especially as we enter in to year 2 of our RP rollout Goal 2: If possible, work with support from district on building race & equity awareness Goal 3: Parent Education on ELD, both Designated and Integrated ELD.

What actions will you take to deepen your school's partnership with community organizations?

This year, we delved into a learning process of other after school programs to investigate our options. We visited four after school programs. We held an Informational Night where each program presented highlights of their program. After surveys and family input, we decided to change organizations to Mission Graduates. We look forward to thisnew partnership.

How will you measure the impact? (Quantitative and/or qualitative data)
High enrollment; student and parent surveys.

SECTION IV: School Budget & Resource Priorities

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

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $3,800

We will use these monies to pay for substitutes for IEP triennials, which last 3-12 hours depending on case, needed for SDC/RSP teacher and Gen Ed teachers and professional development. We will also use these funds for academic materials.

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

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

Allocation = $60,341

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

These funds will be used in conjunction with PTA and other site funds to pay for a 1.0 FTE literacy coach, 1.25 literacy ARTIF, .2 Math ARTIF and 1.0 FTE parent liaison.

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?

N/A

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $0

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

N/A

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 = $109,760

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?

These funds will be used in conjunction with ELAC and PTA and other site funds to pay for a 1.0 FTE literacy coach, 1.25 literacy ARTIF, .2 Math ARTIF and 1.0 FTE parent liaison to address the strengths and meet needs of our emerging biliterate English Learner students, our African American students as well as our Latinx and students at risk and/or who have been identified with special needs.

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

CATEGORIAL EXPENSES

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

Title I = $0   (31500)

How do you plan to use these funds?

N/A

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

1% Title I Parent Set Aside =
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

N/A

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council:

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards = $0

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

N/A

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?

N/A

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

N/A

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) =

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

We are still awaiting the funds from fundraising. In addition, EB ad PTA will vote on recommendations for the SSC to discuss.

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:
	1.0		
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**

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

Our Social Worker (SW) will provide socio-emotional support to students. The SW will facilitate our CARE Team; SST meetings; the SW will support teachers and students in Restorative Practices and other PBIS practices. The SW will facilitate our school climate portion of PDs and ILT and participate in our parent/teacher Socio-emotional wellness/Healthy Kids committee. The SW will also connect families to services at the site and off-site level.The SW will coordinate Marina Counseling interns. Finally, the SW will be part of the leadership team, consisting of principal and literacy support. In addition to the 1.0 SW, We are appealing also for a 1.0 IRF. With 532 students and no AP, an IRF would give access to students, teachers, and families with pertinent data to ensure that we provide opportunities for meaningful academic growth to all of our students, not just those already proficient in our school system. For example, our ELAC families have the right to their child's academic profile. Preparing this document and giving presentations to families and teachers will keep all of us informed to make data-informed decisions so that students will achieve reclassification status, we believe an IRF could support teachers in monitoring the progress of our EL/EBS and work with RSP teachers to create robust IEP goals and strategies for students with special needs. An IRF could support our parent liaison in addressing attendance. We are at an ADA of 92%. This is not okay. Our goal is 98%- that is a 6% increase. An IRF would be able to access data and help create a robust plan to increase attendance as part of our school reform. Finally, an IRF would allow for our site funded ARTIF and our site funded literacy coach to focus on students and teachers, increasing their capacity to support with fidelity and not being overly-stretched to cover the data needs for 532 students and families.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☑ Community Advisory Committee for Special Education Programs
	☑ Other *(list)* **PTA; Teachers; a small group of African American parents...**
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **9/25/2018**
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **9/25/2018**

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
Joshua Greenough	Parent/Chair	
Adam Hupp	Parent	
Sarah Starling	Parent	
Alma Sorensen	Parent	
Linnette Haynes	Parent	
Maria Herrera	Teacher/Vice Chair	
Gena Madory	Teacher	
Christine Armstrong	Teacher	
Heriberto Castallanos	Parent Liaison	
Dr. Laurie Murdock	Principal	