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 have students who come from all around the city, including the Mission, Potrero, Tenderloin and surrounding Noe Valley neighborhoods. Our student population consists of 23.7% English Language Learners. Forty-three percent of our students are identified as having a Spanish Surname, 37.6% identify as White and 13% identify as White and 13% receive services in Special Education. A little under 40% of our students qualify for free or reduced lunch. 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, Education Outside, SandTray therapy, lab science and after school tutoring. 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, Carnival and the 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 Assembly and a Celebration of Latino Heritage. Each year students look forward to special events such as Alvarado Day, the Lunar New Year Parade, the Halloween Parade, Fall Carnival and our Winter Sing. Our greatest challenge right now includes meeting the needs of our most struggling students, particularly our English Language Learner (ELL) students and our students with special needs. Across the classrooms, there are a number of strong practices and strategies in place. However, we still have a significant achievement gap between our ELL students and our fluent English speakers. Our goal in the upcoming year is to elevate our instruction throughout the school by fully implementing the Teacher's College Writers Workshop program and by building high-interest leveled-libraries in every classroom. Facilitators from Teachers College are guiding Alvarado teachers step-by-step through the Writers Workshop approach. As students deepen their understanding of the craft of writing, they are encountering thousands of new stories in their classroom libraries.

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:

- **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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
   - Vision 2025 Graduate Profile
   - SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
   - Site-Based Budget Guide
SECTION I: Overview and Key Components

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

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

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

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 2015-2016 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). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. Balanced Score Card/ Single Plan for School Achievement
   - All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

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

3. Budget
   - Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
   - SIG Carryover Expenditures
   - All 2016-2017 Title I funds should be accounted for in the BSC
   - Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. Title I Parent Involvement Policy*
   - All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| **Mid-Year Performance Metrics** *(School-wide and sub-group performance in comparison to the district)* | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| **CELDT Performance and Trend** *(3-year AMAO Trends and current year school-wide and sub-group performance)* | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| **SQII 2014-15** *(SQII Performance, definitions, thresholds and targets)* | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| **Fall 2015 Grades Summary Gr 6-12** *(School-wide and sub-group performance in 4-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 School Profile** ** *(Performance on college readiness indicators)* | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to *Illuminate Focal Report List* to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>We would like to increase the percentage of students meeting or exceeding the standards by 10% on F&amp;P in both languages and on SBAC. We would like to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 10%.</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have 22.5% of our students in need of extra literacy support in English and 15.3% students in need of extra literacy support in Spanish in the lower grades. We have a group of 39.7% of our students in need of extra literacy support in the upper grades. Students not meeting or exceeding expectations at this grade level are predominantly our students who are ELLs and/or who receive Special Education services.</td>
<td>We would like to increase the percentage of students meeting or exceeding the standards by 10% on F&amp;P in both languages and on SBAC. We would like to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 10%.</td>
<td>The Writers Workshop transformation is being led by several Alvarado teachers who immersed themselves in the program during Summer Institute at Columbia University's Teachers College. Their efforts are bolstered by workshops and 1:1 mentoring for all Alvarado teachers from Teachers College trainers 5 days throughout the year. Additionally, all teachers attended a 2-day Writers Workshop training in August. High-interest leveled-libraries complement this renewed focus on writing by providing students with ample mentor texts and accessible books that will stretch their imaginations. Alvarado has ordered thousands of new books for classroom libraries. Teachers are receiving help organizing their libraries to best benefit struggling readers. Students are being taught how to choose &quot;just right&quot; books. High-interest, low-level texts and targeted just right reading time should help narrow the achievement gap by enticing kids who are reading below grade level to make the most of classroom reading time. Alvarado is also moving to the Readers Workshop model. As of this year, 15 of our 23 English Plus and Dual Immersion teachers have received training in the Reader's Workshop Model. All of our teachers K - 5 are assessing students' reading levels for their independent and instructional reading levels. All students will also receive targeted instruction in reading and writing workshop using the compliment/teach one on one conference. To further support our struggling readers, all students reading below grade level will receive support via either the Book Nook program or one on one mentoring and reading intervention program Reading Partners. We will ensure opportunities for outside consultants to work with small groups of students to conduct Tier 2 Guided Reading and/or use the Leveled Literacy Intervention systems. We can prioritize our ELL and for these small groups. We will also continue using the Reading Recovery and Descubriendo La Lectura model to provide the crucial early intervention for our most struggling first graders as part of our Tier 3 strategy.</td>
</tr>
</tbody>
</table>
Our literacy coaches and IRF work closely with our general education teachers to strengthen Writers Workshop implementation in every classroom. They help general education teachers differentiate instruction to meet the varied needs of our struggling students. Teachers will also meet on a regular basis with struggling writers and readers and provide them with targeted support through compliment/teach one on one conferences. The coaches also lead grade level planning sessions, where teachers analyze student writing samples and plan Writers Workshop sessions. We will also continue using the Reading Recovery and Descubriendo La Lectura model to provide the crucial early intervention for our most struggling first graders as part of our Tier 3 strategy. Additionally, all students reading below grade level will receive support via either the Book Nook program or Reading Partners. Students with special needs receive small group instruction using the Leveled Literacy Intervention curriculum.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have 22.5% of our students in need of extra literacy support in English and 15.3% students in need of extra literacy support in Spanish in the lower grades. We have a group of 39.7% of our students in need of extra literacy support in the upper grades. Students not meeting or exceeding expectations at this grade level are predominantly our students who are ELLs and/or who receive Special Education services.</td>
<td>We would like to increase the percentage of students meeting or exceeding the standards by 10% on F&amp;P in both languages and on SBAC. We would like to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 10%.</td>
<td>Our most emerging English Language Learners will receive targeted push in support with literacy coaches. Additionally, our literacy coaches will support classroom teachers to tailor their instruction to meet the needs of ELLs through coaching and grade level collaboration. We will also continue using the Reading Recovery and Descubriendo La Lectura model to provide the crucial early intervention for our most struggling first graders as part of our Tier 3 strategy. All students reading below grade level will receive support via either the Book Nook program or Reading Partners. Each classroom will also have a new classroom library with high-interest low-level books for students reading below grade level.</td>
</tr>
</tbody>
</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>We would like to increase the percentage of students meeting or exceeding the standards by 5% on SBAC and the IAB. We would like to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 5%.</td>
<td>WASC Ch.5</td>
</tr>
<tr>
<td>63% of Alvarado students met or exceeded Math standards on SBAC taken in Spring 2015. 60% of Alvarado students met or exceeded Math standards on the IAB in Dec. 2015. 56% of Alvarado students met or exceeded Math standards on the Math Task in Dec. 2015. With over 63% of our students in grades 3-5 meeting or exceeding expectations in math according to the SBAC, we have 37% of our students in need of extra math support in the upper grades. This 60/40 trend is fairly similar on both the IAB and the SFUSD Math Task. Students not meeting or exceeding expectations at this grade level are predominantly our students who are ELLs and/or who receive Special Education services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We will continue to work closely with our Teacher Leaders in Math to provide our staff with site-based professional development as well as the designated time and collaboration they need to gain proficiency and confidence in implementing the Common Core Curriculum. During grade level math planning time, teachers will deepen their knowledge of the Common Core math curriculum and analyze student work and math milestones. Alvarado is adopting DreamBox online math curriculum to supplement the instruction students receive in class. All kindergarten through second grade classrooms will receive iPads that students can use to access DreamBox. Third through fifth grade classrooms will receive Chromebooks. Some students who are not meeting expectations in math and who do not have access to technology at home, will be given a laptop to borrow from our lending library. This will enable them to continue building their math skills by using DreamBox at home. Dual Immersion students will benefit from the Spanish version of DreamBox. Alvarado is also using the Math Navigator intervention program to identify and fill students’ knowledge gaps. An Americorps math tutor will work with Alvarado's most struggling students. A parent liaison is organizing math nights that will help build excitement around math and train parents how to use DreamBox at home, while benefiting all Alvarado students. Also, all students enrolled in the after-school program will receive an additional 2-3 hours of DreamBox intervention. We also have a full-time computer teacher who is providing students with coding opportunities.

<table>
<thead>
<tr>
<th><strong>Academic Tier Two</strong> - 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 Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?</th>
</tr>
</thead>
</table>

**Analysis of Results for Mathematics - Intervention**

We have 37% of our students in need of extra math support in the upper grades. This 60/40 trend is fairly similar on both the IAB and the SFUSD Math Task. Students not meeting or exceeding expectations at this grade level are predominantly our students who are ELLs and/or who receive Special Education services.

We would like to increase the percentage of students meeting or exceeding the standards by 5% on SBAC and the IAB. We would like to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 5%.

**Based on the analysis of the results, what are your targets/performance goals?**

**What interventions are required to ensure all students reach mastery?**

Alvarado is adopting DreamBox online math curriculum to supplement the instruction students receive in class. All kindergarten through second grade classrooms will receive iPads that students can use to access DreamBox. Third through fifth grade classrooms will receive Chromebooks. Some students who are not meeting expectations in math and who do not have access to technology at home, will be given a laptop to borrow. This will enable them to continue building their math skills by using DreamBox at home. Dual Immersion students will benefit from the Spanish version of DreamBox. Alvarado is also using the Math Navigator intervention program to identify and fill students’ knowledge gaps. Special education teachers push into classrooms with struggling students or pull out small groups for differentiated instruction. An Americorps math tutor will work with Alvarado students who are behind in math, but do not qualify for special education support. A parent liaison is organizing math nights that will help build excitement around math and guide parents in how to maximize DreamBox for their struggling mathematicians, while benefiting all Alvarado students.

<table>
<thead>
<tr>
<th><strong>Focal Group</strong> - For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?</th>
</tr>
</thead>
</table>

**Analysis of results for Mathematics-Focal Group**

<table>
<thead>
<tr>
<th>WASC Ch.2</th>
</tr>
</thead>
</table>

| Based on the analysis of the results, what are your targets/performance goals? |

We would like to increase the percentage of students meeting or exceeding the standards by 5% on SBAC and the IAB. We would like to increase our rate of acceleration and growth amongst students not yet meeting or exceeding the standards by 5%.

**What interventions are required to ensure all students reach mastery?**

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### English Language Development (ELD)

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. <strong>WASC Ch.2</strong></td>
<td></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>

Our reclassification rate for ELL students is at 44%. The SFUSD average is 50%. 39.1% of our ELL students met benchmark growth levels on CELDT. The SFUSD average is 62.8%. Our greatest challenge right now includes meeting the needs of our most struggling students, particularly our English Language Learner (ELL) students and our students with special needs. We have a significant achievement gap with our English Language Learners and a higher percentage of ELL students receiving services in special education than our overall average percentage of ELLs school-wide. We struggle with reclassification and are currently below the district average.

We would like to increase the percentage of ELL students meeting or exceeding growth expectations on CELDT by 10%. We would like to increase the percentage of ELL students who qualify for reclassification by 10%.
We are taking a close look at our immersion model and the guidelines expected in English language acquisition as it differs from our English strand. We want to ensure our expectations of student progress in English match what should be expected for ELL students in immersion programs. We have a new partnership with Stanford professors who will share best practices for our DI program and EL instruction. They will serve as coaches and guides for our classroom teachers and principal. Their feedback and support will help us to continue adjusting our instruction to meet the specific needs of our ELLs. We will have a chance to share the outcomes of this partnership with the district and possibly influence other immersion programs. Over the summer, many Alvarado teachers were certified in Guided Language Acquisition Design (GLAD). This training is intended to help ensure that our English Language Learners get full access to the Core Curriculum. We hope to attain a more systematic, school-wide approach to maximizing the designated 30 minutes of ELD instruction a day. We envision our ELLs moving through one year to the next with a structured plan in place to address their language needs that builds upon each year of instruction, through the use of Academic Peer to Peer Talk and oral practice and a focus on targeted reading comprehension strategies. Additionally, our Teachers College 5 days of professional development will be targeted around the needs of our ELLs. Additionally, during Writing Workshop and Reading Workshop all of our most struggling ELLs will receive targeted instruction through compliment/teach one on one conferences. Finally, our students will be writing for a minimum of 30 minutes everyday.

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

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

**College and Career Readiness**

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

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

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

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

**Elementary Schools**

**What is your plan for promoting college and career readiness?**

We currently have 26 out of our 276 students or 9.42% in grades K-2 that are currently saving in their K2C accounts. The district average is 11.23%. We are below the district average by 2 percentage points in terms of K2C participation, although district-wide this percentage appears to be relatively low as well. We believe this has to do with the relative newness of this initiative and the need to raise more awareness about the benefits of saving in a K2C account. We plan to increase more awareness and family participation through targeted Kindergarten-specific events, such as the ice cream social in the Spring of 2016 and the Fall Orientation. Room parents will also take an active role in promoting the K2C program.
In *Transform Learning, Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to "Strategies in Action: Schools" as you consider plans for the coming school year.

**Leadership, Instructional Guidance & Professional Development**

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

**How will you structure site-based and district professional development/learning?**

We will be working with Teachers College to deliver professional development on support for ELLs and English Language Arts through 5 days of PD by grade level spans. Additionally, Stanford professors who focus on ELL support to differentiate our ELL instruction. Our staff meetings and Prop A hours will focus on writing workshop, ELD, and positive behavior supports in the classroom. The bulk of our professional learning, student work analysis and planning in the areas of Math, Language Arts, and ELD will occur during our 3 40 minute Common Planning Time.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In August, several Alvarado teachers attended a week-long Writers Workshop seminar at Columbia University’s Teachers College. All other Alvarado teachers are attending ongoing site-based Writers Workshop PDs and receiving mentoring from Teachers College trainers. Before the start of the school year, all teachers attended a 2-day Writers Workshop training led by Alvarado staff. Also over the summer, many Alvarado teachers were certified in Guided Language Acquisition Design (GLAD). We will also continue supporting school-wide weekly Common Planning Time for teachers of the same grade level. During this time, teachers can get support from a literacy coach or IRF to plan writing workshop lessons reflect on student work in writing and math and determine next steps in instruction for writing and math. Finally, we will continue to encourage staff to attend SFUSD-sponsored PD opportunities where appropriate.</td>
<td>We will use our site-funded Literacy Specialists as well as our centrally-funded IRF to help facilitate PD, common planning time and extended learning opportunities for staff, as well as provide ongoing coaching, support, model/co-taught lesson planning. Instructional leadership team will meet to continue the focus and reflection on academics, supports, and schoolwide goals.</td>
</tr>
</tbody>
</table>

**Student-Centered Learning Climate**

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

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

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates
- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Engagement/Attendance

We have 7% of our students who have been designated as “chronically absent” for Fall semester in comparison with an 9.5% average in SFUSD. We have 47 students identified as “chronically absent” according to data in BASIS. Of these 47 students, 29 of them are identified as Latino and 10 are identified as White. The majority of our chronically absent students are in Kindergarten. This number is double that of the grade level with the next highest number of chronically absent students (16 in Kindergarten, 8 in 5th grade).

We have 11 students total in our Moderate-Severe SDC program. Of these students, 8 of them participate in activities at least once a week with their assigned General Education classroom. 10 of them have an assigned peer group for recess and/or lunch. 11 of them benefit and interact with General Education students through reverse mainstreaming practices. 8 of them participate in at least one enrichment class with the General Education classroom. 4 of them have an assigned PE buddy. We currently have a total of 7 days of suspension. These were all for one student who has an IEP. 100% of Alvarado students participated in Inclusive Schools Week ability awareness stations. This is a significant increase from the year prior, when we were only able to get partial participation from classrooms.

We will continue to see this percentage of “chronically absent” students go down, from 7% to 5% for the 2016-2017 school year. Reduce the number of students identified as “chronically absent” by 50%. Close the gap between Latino and White students identified as “chronically absent” to be more reflective of school subgroup percentages. Reduce the number of Kindergarten students identified as “chronically absent” by 50%.

Next year, we want to see 100% of our students in the Moderate Severe partake in activities at least once a week with their assigned General Education classroom, have an assigned peer group for recess and/or lunch, benefit and interact with General Education students through reverse mainstreaming practices and participate in at least one enrichment class with the General Education classroom. We would like to ensure the tradition of 100% school-wide participation in Inclusive Schools Week ability awareness stations.

For students who need more intensive behavioral support, we will ensure that every teacher or staff member working with that student have facilitated time to meet and develop a plan for behavioral support that includes using common language, rewards and consequences that are easily managed by the entire team. We will build in time between Moderate Severe teachers, enrichment teachers and classroom teachers to kick off inclusion and mainstreaming efforts by developing a plan in accordance with the child’s IEP. We will include 2-3 follow up sessions at other points in the year to check in around inclusion and mainstreaming efforts, celebrate successes and make revisions to the plans as needed. Additionally, Moderate-to-Severe teachers will have weekly planning time with their same grade general education colleagues. This will help ensure continuity between the special day classes and general education classrooms. We will continue the efforts of the monthly Inclusive Schools Parent Group morning meeting while also ensuring some relief time for at least 1-2 SPED staff members to be a part of this effort, especially in the Fall semester as planning for Inclusive Schools week and yearlong inclusion efforts are discussed.

Finally, our office staff has done numerous efforts to increase attendance. For example, we worked closely with our SFUSD attendance liaison to issue truancy letters, follow up with families and schedule appointments at the site to assist families with attendance issues. We are increasing our social worker’s position from part-time to full-time. This should enable him to work with families to reverse chronic truancy. The social worker can conduct outreach in both English and Spanish. Finally, our office staff has done a significant amount of outreach and follow up with families via phone and email to ensure close communication with the school in the event of absences, as well as proper documentation and follow up for legitimate excused absences etc. We will continue to emphasize the importance of attendance and on time arrival at kinder orientation, back to school night and other school-wide events. Given the disproportionalty of our chronic absentee rate by race, we would like to target this need through the work of the Family Liaison through parent workshops, outreach and data tracking/case management to reduce this number in half.
We have a total of 526 students at Alvarado. We have 32 total office referrals comprised of 15 students inputted into the cor.eduvant system, some of these were for the same student. Of these 32 office referrals, 5 instances involved girls and 27 involved boys. 30 referrals were for students of color; 4 African American and 26 Latino.

Office referral data will be more proportionate to our sub group percentages. Eliminate the disproportionality of students of color and males being referred to the office.

This school year we launched a Culture and Climate team. Their charge is to oversee Tier 1 efforts to ensure clear school-wide expectations. Initiatives have included clear school-wide rules with posters translated in English and Spanish throughout the building. We would like to see the team’s efforts continue as we work to make the school-wide norms part of the language of every staff member, student and family both in and out of the classroom. We have a number of initiatives in place to create positive and joyful school spirit and celebrate positive behavior. These include Reading Buddies to foster cross-grade peer relationships, weekly kickball games in the upper grades, school-wide assemblies with themes around peace, women’s history, civil rights and Latino pride. Students receive awards each week such as the Golden Dustpan during Morning Circle. We would like to see these traditions continue. We would like to see tightened office and yard coach communication systems for intake as well as teacher, student and parents follow up. This would include clear guidelines on how and when to refer a child for office intervention, clear protocols for follow up and 100% usage of both the cor.educvant and BASIS systems by relevant staff (admin, office and yard). We would like to build on existing TRIBES training and explore ways to have some site-sponsored PD on best practices in this approach to culture and climate, ensuring this remains a key approach in our Restorative Practices framework. We would also like to continue our pilot of the Second Step program in interested classrooms.

Parent-School Communities Ties

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

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

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

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

Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>Increase percentage of Latino and ELL family membership with PTA by 10% or more. Double the number of ELL families who participate in workshops in topics ranging from reclassification, CELDT testing, middle school selection process etc. targeting this population. Continue hosting inclusive family events that draw a diverse crowd of family participation reflective of our subgroup percentages. Maintain regular communication channels via our Family Liaison with all families of our English Language Learner students.</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>
Alvarado has a very involved Parent Teacher Association, through a combination of financial support, tactical skills and volunteer hours to enhance the school community experience. These financial efforts yield approximately 400k annually via grants, donations and our school auction. 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, Carnival and the annual Auction. We continue to work with most effectively engaging our Spanish speaking community with these efforts, in ways that are meaningful and authentic. We have a number of school events that draw significant participation by a broader range of our family groups, including: The Dia de los Muertos Art Workshop, Math Night, Science Night, The International Potluck, Healthy Kids Night, Inclusive Schools Week and our Garden Work Days, to name a few. Some events are hosted entirely in Spanish, and we have seen success in this drawing larger percentages of our Spanish Speaking community (as opposed to events held in English with translation available). There is a core group of ELL parents who are heavily involved with ELAC and other decision-making bodies at the school (attending PTA Executive Board and School Site Council meetings). As a whole we are collectively committed to engaging the larger ELL family community and increase overall satisfaction with the Alvarado experience amongst all family members. We will continue to explore and survey parents to understand their needs better with respect to meeting times, events or workshops they would be interested in attended and other ways to further engage their involvement at the school. This will be done through another series of focus groups explicitly targeting parents who have not been attending ELAC meetings, phone surveys and other informal, community-building events.

Our main strategy rests heavily on ensuring differentiated support and points of contact for our families who may need greater assistance navigating the public school system due to language or cultural barriers. This is key to providing our parents of our most marginalized communities with a voice in the efforts of the school. We will do this through hosting regular monthly ELAC meetings, Principal’s coffee chats and facilitating workshops on topics of interest to parents. Our measure of success will be evidenced by the number of consistent attendees at these events and the final end-of-year SEL surveys. We will also continue supporting attendance through tight case management of our chronically absent students, follow up family communication and home visits. Our measure of success will be through a consistent decline in the percentage of chronically absent student rates. Finally, we will continue to be thoughtful about bridging the gap between our family groups, facilitating communication, joint spending and community building efforts and consistently advocating for and providing a voice for families who may not currently have the confidence, resources, connections or cultural familiarity to navigate the complexities of a public school institution. All Alvarado families are invited to use the online ParentSquare site to receive information from the school and PTA regarding events, policies, etc. All notices on this site are sent in both English and Spanish. Parents are also able to use the site to connect directly with other parents and with Alvarado staff. Our measure of success will be evidenced by the end of year SEL surveys. We will also continue the tradition of the annual Dia de los Muertos art workshop and annual International Potluck as a way to celebrate the diversity of the school and provide families of all languages, backgrounds and income levels the opportunity to meaningfully engage with school events and build community across difference. Our measure of success will be evidenced by the number of consistent attendees at these events and the final end-of-year SEL surveys. We will also continue to host some school events entirely in Spanish, such as our Science Nights and our International Potluck, as we have seen success in this drawing larger percentages of our Spanish Speaking community (as opposed to events held in English with translation available).
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 = 4,800

For students who need more intensive behavioral support, we would like to ensure that every teacher or staff member working with that student have facilitated time to meet and develop a plan that includes using common language, rewards and consequences that are easily managed by the entire team. We would also like to see time built in between Moderate Severe teachers, enrichment teachers and classroom teachers to kick off inclusion and mainstreaming efforts by developing a plan in accordance with the child’s IEP. We would also like to see 2-3 follow up sessions happen at other points in the year to check in around inclusion and mainstreaming efforts, celebrate successes and make revisions to the plans as needed. Given the potential for collaboration and the need for time after school to complete the above activities, these funds could best be used for substitutes or extended hours for enrichment teachers to collaborate with General Education and Special Education teachers and develop inclusion plans for our SDC students and/or stipends to support after hours collaboration for a united whole school approach. We would also like to use some funds to restructure our Resource Specialist Room and ensure a more flexible, student-centered environment. We will do this by purchasing more mobile furniture that can be pulled apart of individualized learning and put together for small group work as needed. We would also like to allocate some funds for supplies specific to individual student needs in accordance with their IEPs.

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 = 54,323

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

We increased our parent liaison to a part time position. Our parent liaison’s partnership with the parents of ELs will strengthen their understanding of the school’s language arts and math supports as well as provide them with important education about our math, ELD, and language arts instruction. We will ensure differentiated support and points of contact for our families who may need greater assistance navigating the public school system due to language or cultural barriers. The part time Family Liaison position is key to provide our parents of our most marginalized communities with a voice in the efforts of the school. We will do this through hosting regular monthly ELAC meetings, Principal’s coffee chats and facilitating workshops on topics of interest to parents. Our measure of success will be evidenced by the number of consistent attendees at these events and the final end-of-year SEL surveys. We will also continue supporting attendance through tight case management of our chronically absent students, follow up family communication and home visits. Our measure of success will be through a consistent decline in the percentage of chronically absent student rates. Finally, we will continue to be thoughtful about bridging the gap between our family groups, facilitating communication, joint spending and community building efforts and consistently advocating for and providing a voice for families who may not know how to effectively navigate the complexities of a public school institution due to language or cultural barriers. Our measure of success will be evidenced by the end of year SEL surveys. Our SCG-EL funds will cover DreamBox math intervention, half of our Americorp math tutor, and our reading intervention BookNook.

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 =

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

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

LCFF Concentration Grant (SCG-C) 07082 Allocation =

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?

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 = 121,956

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

We will use these funds to have a Literacy Specialist who will coach and support teachers to tailor their instruction to our most emerging students. This teacher also partners with teachers to support differentiated instruction through Balanced Literacy implementation and implementing collaborative Writing Workshop plans across the grade levels. We will also fund a day of our computer teacher who will be the lead on our DreamBox math intervention and serve to provide release for teachers to plan and collaborate together in Grade Level Collaboration time.

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

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>31500</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

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

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 attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.

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

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

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant = (as applicable 16-17)

Identify Sub-group & specific actions

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

QEIA Carryover =

How do you plan to use these funds?

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

Other (PTA, external sources, School Quality Pairing/CoP work) =

How do you plan to use these funds to support your school-wide actions?
Select the Bryk Essential that most aligns to the use of these funds:

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

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

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

Two to three high leverage strategies that will be accomplished:

Our .5 social worker will take the lead on all SAP and SST referrals and facilitating all meetings. Using various methods of informal and formal assessment to determine student need, this person will work strategically to bridge the communication and collaboration between teachers, families and community partners to ensure wrap-around services to students are effective. The social worker will also provide direct counseling services to students and work closely with the attendance liaison to monitor student attendance. Our .5 IRF will work to shore up our efforts in the area of Balanced Literacy across both pathways with a targeted focus on new teachers. This person will join our RtI and Reading Recovery/Literacy Specialist in taking the lead on spiral planning and working closely with a few select grade levels during their half day release days or extended hours of planning and their weekly Common Planning Time (CPT) as well.
**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:

<table>
<thead>
<tr>
<th>Assurances</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>✔ English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>✔ Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>✔ Other (list) Alvarado Staff</td>
</tr>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<tr>
<td>✔ 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: 2/20/2016</td>
</tr>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ 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.</td>
</tr>
<tr>
<td>✔ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>✔ This school plan was adopted by the SSC on: 3/22/2016</td>
</tr>
</tbody>
</table>
School Site Council Roster and BSC/SPSA 2016-2017 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Shenkan-Rich</td>
<td>Principal/Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Simon Bertrang</td>
<td>Parent/Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Karen Mooney</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Bonnie Kuczborski</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Christine Armstrong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Nick Endres</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Dheyanira C. Narvaez</td>
<td>Parent/ELAC Rep</td>
<td></td>
</tr>
<tr>
<td>Joshua Greenough</td>
<td>Parent/Alternate</td>
<td></td>
</tr>
<tr>
<td>Ann Degiovanni</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Martina Ramos</td>
<td>Parent/ Alternate</td>
<td></td>
</tr>
</tbody>
</table>