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

School	**Alamo Elementary School**
Principal	Rosa A. Fong

SCHOOL VISION & CONTEXT

Alamo Elementary School's vision is to provide access and equity for our culturally diverse students from Kindergarten through 5th grade children to optimize student achievement and preparation for middle school and to build a foundational love of learning in children to allow them to achieve the SFUSD's vision of graduating high school ready for college, careers and the skills necessary for 21st century success. Alamo's talented staff provides every student with engaging instruction through access to a challenging curriculum, emphasizing equity and high behavioral expectations to build a solid foundation for successful lives as productive citizens. Through a strong community and parental support, Alamo's students are exposed to a variety of arts and extracurricular activities that promote engagement and joyful learners. The Alamo community emphasizes the importance of positive and supportive relationships as central to building community. The tradition to uphold excellence is a prevailing driver of the Alamo culture. The school vision is exemplified in our before and after school programs to promote the whole child: Before School Morning Care Program; Music, Visual and Performing Arts, and Physical Activity Program; the Literacy Program; Education Outside; Lunchtime Wellness Program; the Russian Language Program; Alamo Friendship Chorus; RDASC (Richmond District Afterschool Collaborative); Chinese School at Alamo; Afterschool Spanish Enrichment Program; Ceramics; Nagata Dance; Academic Chess; and Keyboard Educators. In addition, the Alamo staff work in collaboration to support the diverse needs of the student population through professional development: Physical Education Program, ELA Common Core, Math Common Core, ELD Program, RTI Tier 2 Academic Success Program, Literacy Specialist, Digital Literacy, and PBIS Program. We are an inclusive community that celebrates the diverse needs of our students. Our area of focus is to continue to provide academic support to our EL students as well as to our students who require tiered interventions to meet the SFUSD performance benchmarks. Due to our large student population and multiplicity of programs, we face the challenge of providing support to teachers in their quest for mastery of a 21st century curriculum. Alamo School continues to implement the district's PBIS and Second Step Programs, which includes the restorative practices and social-emotional activities to support, promote and strengthen positive school culture and enhance pro-social relationships with the school community. We emphasize the importance of positive relationships as central to building community.

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
The Focal Group for Alamo is our English Learner (EL) student population.

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
For SBAC ELA in 2017-18: Schoolwide: 70.2%me/exceeded standards, and the 3 year trend has been upward. EL: 23.3% of students met/exceeded standards, and the 3-year trend has been downward.	Reflecting on our 2018 school-wide SBAC data, 70% met or exceeded standards. We will continue to maintain or increase our school-wide results by 3% or higher. Our EL Re-designation have increased steadily to 88%, 2018, from 67%, 2015, however, we will increase our EL's met/exceed standards by 3% or higher.	Teachers will implement (CAL) strategies/lessons, such as Reading Workshop, Guided Reading, Book-talk, Mini lessons, Word Study Within the CAL, Turn and Talk, Conferencing, and Word Study/Phonics.	Our instructional shifts will be: 1) Full implementation of Readers' Workshop 2) Teacher supported Literacy Coach. 3) Student Pull out/Push in of the 1.0 EL Literacy Specialist) 4) Part-time literacy specialist for At-Risk students, as well as to students with special needs. 3) Push-in 1.) Computer Science teacher who also provides digital literacy for K-5 students. 4) Purchase tools/resources, such as adaptive online applications (Study Island, Readings Eggs/Reading Eggspress and I-Pads, for students with IEPs.

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?
The focus needs to shift to the students and the individual learning needs that are revealed through diagnostic and formative assessments.	Upon reflection of the SBAC data, we will increase our students who have met/ exceeded standards by 3% or greater.	

| | | Our interventions will include the following: small group student instruction with the literacy specialist; mentoring and modeling of active reading-comprehension instructional strategies to the teachers by the literacy specialist; continued RSP support to IEP students; increase classroom leveled library collection; continue online digital literacy program through Study Island, Reading Eggs/Reading Eggspress; and providing an afterschool tutorial program. |

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):
English Learners, Students with IEPs, and students at risk.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
For SBAC Math in 2017-2018: School-wide: 72.4% of students met/exceeded standards, and the 3-year trend has been mixed. EL: 36% of students met/exceeded standards, and the 3-year trend has been mixed.	Our target goal would be a 3% or more increase of all grades 3-5 students to meet or exceed benchmark standards.	Teachers will lead small instructional groups to reinforce concepts. Teachers will continue to use math talk activities, turn and talk, and deeper questioning and scaffolding techniques to increase student mathematical success.	Alamo teachers will use the CNI (Math Dept) professional development sub release days to observe and collaborate in order to inform instruction. Teachers will continue to administer Benchmark and Milestone Tasks.

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?
Based on the SBAC data, the overall student body increased its Math performance by 4% from a two year period (2015-2017). An examination of specific sub-group of students confirms that growth: - ELL (English Language Learners): an increase of 5.6% met or exceeded standards). -	Reflecting on our 2015-17 school-wide SBAC data, showed a positive change of 4% of students who met or exceeded standards, our target/performance goal for our students will be 5% or greater. We will work toward increasing our ELL, SD and Special Education students' standards by a positive 5% in the next 2 years.	Given that the Math CCSS is heavily academic language based, we will focus strongly on the major work of each group, for instance, in K-2, addition and subtraction concepts, skills, and problem-solving; for 3-5, multiplication and division of whole numbers & fraction-concepts, skills, and problem-solving. Another shift will be, coherence, where teachers will connect learning across grades and link to major topics within grades. The third shift will be in rigor-major topics, pursue conceptual understanding, procedural skill and fluency and application with equal intensity. Finally, teachers will explicitly front-load key academic vocabulary terms related to grade level standards, as well as include oral language and speaking development related to the vocabulary terms.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science	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? WASC Ch.5

		learning described by the SFUSD Science Core Curriculum? WASC Ch.5
Students are receiving science instruction through the NGSS model by teachers adapting the Foss Science Kits. Some of the teachers at Alamo have piloted the next generation Foss kits as well as the Amplify units whereby real life problems are presented to the students for investigation. Students are then asked to developed a solution to the real life problems presented by developing hypothesis and models in collaboration with their peers through a series of investigations. Some teachers have instituted an engineering program that provides students the opportunity to participate in project based challenges. In these lessons, students are presented with a challenge, and work together in groups to draw and explain how they will engineer a solution. These lessons give the students a chance to discuss science and engineering concepts as will as practice testing, retesting, and redesigning.	Based on our current science instruction from Kindergarten to Fifth grade, with the concentration of Physical Science, our goals are to guide students in developing multiple investigations based on student inquiry with outcomes and solutions which will result in a deeper understanding of the core scientific ideas. Student center investigations will naturally lead to students solving and discussing real world problems and engaging in discussions with teachers' guidance as measured by the students' science journals.	In the year 2018-19, SFUSD will begin implementing new Amplify units. The first units of study will focus on Physical Science. The school district will provide workshops for professional development. Teams of teachers at various grade levels will participate in these workshops and return to the site to disseminate information to their grade level colleagues. Grade level discussions occurring twice a month will focus on the new NGSS Amplify units. We will continue to implement our school wide Education Outside Curriculum focusing on Living Things: (K-3:1x a week all year; 4-5 1x a week for 3/4 of the year). 3- 5 Science rotation (2x's a week) Hands on investigation-based, science instruction grounded in the NGSS. These lessons provide opportunities to observe natural phenomena, ask questions, develop investigations, collect data, and share findings. Teachers align field trips to provide greater opportunities to conduct field work and make connections between the outside work and concepts taught in science class.

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
At the mid-year mark of the 2017-18 school year, Alamo had already re-classified (round 1 and 1.5) 41% of 3rd-5th English Language Learners. We anticipate exceeding our 2016-17 outcome of 69% of students, with a goal of 71% reclassified by the end of the 2017-18 school year.	In reflecting on our CELDT/ELPAC analysis of all EL students, we will continue our positive trend, and increase our EL students' meeting ELPAC criteria by 5% or more annually.	Our interventions will include LLI (Leveled Literacy Interventions), provide online digital literacy, such as Reading Eggs/Reading Eggspress; E-readers; parent volunteers and an afterschool tutorial program. EL students will also benefit from a new Literacy Coach position that will benefit all teachers and students at the school.

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?
Our school is implementing the PBIS program as well as the Second Step Program. Our Fitnessgram results show that 79% of our 5th graders are in the Healthy Fitness Zone, with over 90% passing in Aerobic Capacity.	Our site's goal for a balanced health education program is met by our physical education program, which covers all aspects of movement related activities as well as the social emotional well-being. Our classroom teachers cover nutrition, puberty and general health education to complete the comprehensive curriculum.	Our staff will continue to collaborate to ensure that all areas of a comprehensive health curriculum are met.

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?
Alamo teachers collaborate with the VAPA artists (dance, drama, music and visual arts) to develop and create lessons for students to reach their full potential in developing a sense of self and purpose.	Alamo's student goals are to foster highly engaged and joyful learners to reach his/her full potential.	The instructional shifts will be to continue partner with our district's VAPA Dept as well as PEEF and other outside organizations (ie: SFArts, SF Ballet, AIMS and other consultants)

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 Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students have access to 100 mins of physical education per week. At least 30 mins are provided by a PE Specialist and the rest by certificated staff who have been trained. Children are prepared for physical fitness testing with goal setting activities and training throughout the year.	Our goal is to maintain and/or increase our high level of PFT results. Students will monitor their own progress through goal setting activities provided by the PE Specialist	ePortfolio PDs need to be provided by the district: 1) to the PE Specialist; 2) access to electronic tools

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
Here at Alamo, we engage in a rigorous CCSS curriculum. We invest in the professional learning of teachers, paraprofessionals and all other school support staff to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision. In addition, we continue to work with parents to engage with their children at home to strengthened the school-home relationships.	We will increase our percentages of students meeting or exceeding grade level standards across curriculum. We will also decrease the percentages in our chronic tardies and absenteeism. Finally, we will increase our CELDT reclassification percentages.	The shifts that will be required include: online web-based home services; our annual STEAM open house night; Read Across America Literacy Week; Student Digital Literacy Program (Gator Squad); ELD Parent Meetings. Continue to provide professional development on proven instructional strategies that is job-embedded and peer to peer support.Create an academic culture conducive to learning that enables teachers and administrators to concentrate on rigorous instruction and student engagement.

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?

The plan, as stated above, will be to provide online web-based home services and to continue the following instructional events and activities: our annual STEAM open house night; Literacy Week; Science Fair; Junior Achievement Program; ELD Parent Meetings, as well as to provide professional development on proven instructional strategies that is job-embedded, and peer to peer support. Create an academic culture conducive to learning that enables teachers and administrators to concentrate on rigorous instruction and student engagement.

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?

As the site administrator, I will use the Vision 2025, page 13, to guide our Alamo Academic Calendar (template) to schedule the Staff Meetings, ILT meetings, Grade level meetings, PBIS meetings, to align with the district priorities, programs and school partnerships, such as: regular classroom visits that promote teachers' professional growth, organized instructional school visits that engage teams of teachers in solving a problem of practice related to student learning

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)
Principal will continue to work with my ILT (Instructional Leadership Team) to analyze school data, such as the SQii, to guide our instructional practices. The ELA and Math teacher leaders will help facilitate structured discussion about implementing professional learning training. The teachers will continue to share best practices and LASW (Looking AT Student Work), as well as to collaborate, articulate and visit each others' classrooms and off site visits to other SFUSD schools. Admin will also continue to encourage teacher attendance to district sponsored professional development through the use of PROP A funds, as well as providing extended hours	Use of PROP A funding, Extended Pay, our QTEA Innovation Grant, EL & SPED allocations and General Funds to support the school-wide action steps.

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.)	In analyzing our 2017-2018 SBAC ELA data, 33% meets or exceeds standards. Also, in analyzing our SBAC Math data, 33% meets or exceeds standards.	We will maintain or increase our ELA student performance to 33% or greater. We will also maintain or increase our Math to 33% or greater.	

			The following strategies and interventions will be in placed: the ELD teacher will push in to provide classroom support for students to access curriculum, purchase additional tech hardware and provide digital literacy training for SPED teachers as well as GE teachers.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Review of FYIT report from PPS, Review of Foster Youth from SHP, Review SAP referrals	We will strive to maintain 100% outreach communications and services for students & families	1:1 outreach to families, referrals and collaborations to outside agencies
Student Engagement/ Attendance	In 2017-2018, Alamo's student attendance was 98% on time arrival.	We will maintain and increase our high attendance at 98% or higher.	Our school social worker, teacher a… administrator will do out-reach to the families of chronically absent/tardy students and provide counseling.
School Culture/Climate	Alamo, in the school year 2017-2018, had 0% suspension.	We will strive to maintain 0% suspension	We will continue to use our district's best practices: RP (Restorative Practices), PBIS, and counseling by the social worker.
Social Culture/Climate	In the 2017/18 school year, Second Step SEL curriculum is in all K-3 (18) classrooms. Also, 93% of our families feel a sense of connectiveness to school-wide community.	We will increase our school PBIS assemblies from 1 to 3 per school year. Teachers will incorporate the PBIS "check in/check out" from bi-monthly to 2x/week. We will increase our Second Step classrooms to 24 classrooms, K-5. We will maintain 93% or higher in the family engagement.	Continue to expand the implementation of the Second Step SEL/D curriculum to increase the number of classrooms offering Second Step.
Wellness Policy	We meet weekly to brainstorm and discuss student support and interventions through our SAP process.	We will increase SAP teacher participation, in the K-2 from 1 to 2.	The social worker will continue to collaborate with classroom teachers to provide meaningful resources and interventions for students, especially students referred via the SAP process.

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:

Alamo engages the school community with various school events: Halloween Carnival, STEAM Night, Literacy Week, Talent, Seasonal Concerts, Silent Auction, Friday Conversations, Back to School Night, Back to Picnic as well two newspapers: Gator Weekly and Alamo Matters. The community wide efforts to connect families in above mentioned events/activities afford Alamo the opportunities to support families who need access to the community resources we provide.

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

We will review the SEL Cultural Surveys and monitor attendance via BASIS to ensure that community needs are being met.

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:

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

1) Cultural Dance: SF Ballet, Master Terry's Capoeira, Nagata Dance, VAPA dance. District PE (Irish Jig) 2) Expanded Learning/ After-School: Homework Club, Ceramics, Academic Chess, Spanish Enrichment, Russian Language, Chinese School, RDASC 3) Restorative Practices: District Social Worker, PBIS, Second Step Program, Pyramid of Success

What are your specific goals or objectives for these partnership?

Specific goals are: 1) to continue providing instructional coaches from a variety of cultures to expose students to a diverse curriculum. 2) To foster a culture of kindness, acceptance, and friendship in our school community.

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

We will reach out to our parent groups to continue helping us to support our extra-curricular programs. Continuous programming will afford the students the opportunity to deepen their subject knowledge.

How will you measure the impact? (Quantitative and/or qualitative data)

We can measure the impact of our PBIS/Pyramid Program by the number of student success tickets administered and by a decrease of student reported incidents/injuries during unstructured times (ie: recesses). Qualitative assessments of dance performances allow us to measure the impact of our diverse cultural dance programs.

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 = $3,550

We will purchase specialized desks, chairs and tables that better help support students with mobile and sensory needs to increased success in school. Inclusive practices recognize that student services are based on individual needs and require increased

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 = $56,546

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

We will hire a .5 FTE certificated staff ensuring that each and every EL student benefits from multi-tiered support to help reach their academic language goals. We will also purchase Google Chromes to enhance interactive and visual support.

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = $0

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $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?

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $0

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

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

CATEGORIAL EXPENSES

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

Title I = $0   (31500)

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 = $0

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**.

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?

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

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

How do you plan to use these funds?

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

Equity Grant = $0

Identify Sub-group & specific actions

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $0

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

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:**
.8 FTE PE Specialist	.6 FTE Librarian		

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.

The Social Worker works 1:1, in small social groups and in classrooms to address the social-emotional development of our students. The PE Specialist designs and delivers a full academic PE program. She also supports the classroom teachers in developing quality physical education lessons on their own. The librarian provides students with computer skills necessary to research effectively. She reads stories that supplement common core classroom learning and facilitates group discussions.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 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: **9/4/2018**
☐	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: **9/4/2018**

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
Rosa Fong	Principal	
Suzie Clarke-Gleason	Teacher	
George Keller	Teacher	
Mia Yee	Teacher	
Holly Collins	Paraprofessional	
Sean Galaub	Parent-SSC Chair	
Jennifer Chen-Nettle	Parent	
Eve Maremont	Parent	
Lily Wong-Westberg	Parent	
Corrina McGraw	Parent	