2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Fairmount Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Luis Rodriguez</td>
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SCHOOL VISION & CONTEXT

Our school is a converging point of several San Francisco neighborhoods: Glen Park, Noe Valley, Bernal Heights and The Mission. Fairmount Elementary School is home to 385 students in K-5th grades and a Pre-K class of 16 students. 72% of our student population is Latino and 45% are English Learners. 60% of our students qualify for free and reduced lunch. We are a Spanish Dual Immersion School with two distinct communities. Fairmount Elementary strives to provide an educational program committed to excellence emphasizing language acquisition, visual and performing arts, math, science and environmental awareness. At our school, every student receives attention from a community of caring adults, addressing not only academic, but also social and emotional needs. We have robust parent involvement, committed to becoming a voice in the direction of the school. Our English Learner Advisory Committee has become stronger with the years, empowering our Latino parents to become involved in the decision-making process. Our Parent-Teacher Association has raised its own bar on fundraising committing to raising more funds to continue supporting the teachers in providing the students with enrichment opportunities. This year, our PTA is poised to raise over 100K dollars for our school. Our parent community has risen to the challenge and responded to the call. Although over the past few years, Fairmount students and teachers have made great strides in our AMAO growth even surpassing some of the established goals set by the federal government when it comes to our English Learners, the challenging reality remains that the groups mentioned above tend to perform lower than the non-Latino students. Being a Spanish Dual Immersion school, we struggle to support our native Spanish speakers in acquiring the academic skills in their native language and then transfer those skills to meet the English demands. Added to the challenge is the great emphasis that has been placed in the reclassification of ELs as FEP. The implementation of the common core standards through the vehicle of the balanced approach to literacy could not be done as efficiently or more meaningfully without the teachers being able to collaborate more intentionally. Through the use of available resources (VAPA, librarian, PE, etc.) our teachers are now able to collaborate at every grade level to ensure that student work becomes the driving factor in the instruction. Our goal is to create the same space and time for math collaboration, which is also a challenge that our teachers and students are grappling with. To this end, we will need to build the capacity in our literacy coaches to develop their math literacy skills as well. In an effort to remain compliant with the Department of Justice requirements about ELD instruction, we will be implementing ELD according to the different levels of performance, WestEd partnered with us to guide our teachers in differentiating strategies to ensure we are able to meet the needs of all our students, particularly those who struggle the most, i.e. our ELs. We will work more closely with the math and multi-lingual departments to provide collaboration and support with understanding the standards and supporting the planning for more effective instruction. We will continue our implementation, more intentionally, of Restorative Practices and Positive Behavior Interventions and Supports, or PBIS.
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- SFUSD's 2016-18 Strategic Plan **Transform Learning, Transform Lives**
- Site-Based Budgeting and Central Services 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. 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and 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>
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</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>
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</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.
- Ongoing 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 24, 2017.

1. Balanced Score Card/ Single Plan for School Achievement
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

- All 2017-2018 Title I funds should be 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
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/dep/roa/aoaDataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLl_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math</td>
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<tr>
<td></td>
<td>• Student-Centered Learning Climate</td>
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</table>

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- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document populated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D&E’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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<tbody>
<tr>
<td></td>
<td>• Instructional Core: ELD</td>
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</table>

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- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

### CORE SQLl Reports for 15-16

(SQll Performance, definitions and thresholds)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
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- Overall and sub-group SQIl domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

### 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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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>Based on the analysis of the result, our performance goals for 2017 SBAC are two-fold: 1. We want to break through the 30s per our 2015 performance, reaching 40% in ELA performance. 2. In this compounded goal, we want to increase the disparity between our students with low SES and ELs while eliminating the negative differential of our ELs performance.</td>
<td>We are buoyed by the increased performance in our students' reading abilities in the different grade levels. Significantly important for the SBAC performance, our students in grades 3-5 all moved up at least one reading level through the reading intervention provided by the literacy coach through guided reading. Guided reading is also the signature strategy that we are implementing more intentionally from kinder all the way to fifth grade. Implement the SFUSD Core Curriculum and the CCSS in Spanish, primarily in the lower grades to establish a strong literacy foundation that can be transferred to the upper grades with efficacy and strong results. Implement the CCSS strategies, such as, close reading, reading from informational text, academic vocabulary and conversations, student discourse, writing from source material, literacy and integration across the content areas, unit planning, spirals, collaboration, reflection, higher level questioning, student discourse, and using student work more intentionally to guide the planning and instruction. Professional Development: - Provide teachers facilitated time to share best practices on F&amp;P results after W1 and W2 as well as to reflect on the horizontal and vertical alignment progress we have made since this has been a goal since the 2015-16 school year. - Literacy Coach and IRF will provide ongoing support for a Comprehensive Approach to Literacy using the CAL SFUSD Elementary Handbook as a guiding tool.</td>
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</table>

Based on the 2016 SBAC ELA results, 26% of our students met or exceeded proficiency. This represents an overall decrease of 8% in performance from the 2015 SBAC. Among these results, we saw a slightly smaller percentage change among our ELs a 2% difference from last year, though 5% in our students with low SES. - Revision: Based on the 2017 SBAC ELA results, our students showed a gain of about 4% of students meeting or exceeding standards. However, the percentage of ELs meeting or exceeding standards declined by almost 2% from the previous year. Yet we also saw improvements on our students who receive special education services and those from low SES.
**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?

<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>
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<tr>
<td>From kinder to second grade, we had an average positive difference of about 15% from the previous year. This reinforces the idea that we may be able to make gains in the next round of assessments. Our grades K-2 continue to hover around 70% performance meeting or exceeding standards.</td>
<td>Based on the analysis of the results, our targets are to decrease this percentage of students not meeting the standards by at least 10 percent in each grade level. So that at the end of the year, the percentage of students meeting or exceeding standards stands at 80 percent.</td>
<td>We will ensure that teachers conduct Tier 2 Guided Reading in their classrooms as part of the differentiation embedded in the comprehensive approach to literacy. We can prioritize our ELs and we are by providing them with three different sets of interventions, Migrant Program and ELAC tutoring (the ELAC tutoring is more targeted although smaller in scope) and small group intervention in the upper grades (3-6). For our first graders who continue to struggle, we will work with the IRF on finding successful Tier 2 interventions for academic supports in conjunction with the teachers from kinder and other best practices from similar schools. Teachers will also be able to continue to refer students for CARE team/SSSTs to rule out any other challenge that may be impeding their academic progress.</td>
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**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 SIQI?

<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>
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<tr>
<td>The results of the most recent (2016) SBAC indicated a general decrease in the performance of our students. However, we noticed in our ELs a decrease that was smaller than all the other groups listed (whole school, low SES, and HL). Compared to last year, when our ELs had a drop of 6% and our non-ELs a drop of 18%, this year our ELs negative differential was 1.8% and our non-ELs less than 9%. We were able to halve the previous negative differentials. ---------------------- Revision: Our 2017 SBAC results indicated a need for our focal students to continue to be our ELs given the drop in their performance and begin a more intentional look at how to best meet the needs of our Black students as well given that based on the 2017 SBAC results, there was zero percent meeting or exceeding standards. This is simply not acceptable.</td>
<td>Our previous goal was to reverse their performance to at least erase the decline in both our ELs and those re-designated proficient. Given that we came close to achieving that goal particularly in reference to our ELs, we will now aim to erase the negative differential for our ELs and even out the performance of our non-EL native speakers. ---------------------- Revision: Based on the analysis of the data, we want to remain focused on the ELs performance as stated in the previous goal. The additional goal is work on identifying the factors that impede the progress of our Black students.</td>
<td>We will continue working on the implementation of the Guided Reading intervention for small groups in all the classrooms. The change in emphasis is going to be on the more intentional focus of the grade level collaboration in looking at student work and develop lesson plans that should address their needs. We need to work on Alignment of Instruction Implementing Readers Writers Workshop. We are engaging in developing a plan of action with our MPD support staff to ensure that we are providing quality ELD instruction for our ELs and work on eliminating potential obstacles to their learning. Critical emphasis will be given to students who need more support in developing their comprehension skills. We will develop more collaboration with schools doing similar work with similar focus groups. ---------------------- Revision: In addition to working with other schools, we will work on identifying interventions programs (like MyOn) that can be differentiated and individually monitored at school and accessible at home. We could work on implementing a pilot program with a specific group of both ELs and AA students to ensure that the program is effective and then we can invest on purchasing more licenses and offer it to more students.</td>
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**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>Based on the analysis of the results, what are your targets/performance goals?</td>
<td>WASC Ch.2</td>
</tr>
</tbody>
</table>
The results from our 2016 Math SBAC indicated that 23.4% of our students met or exceeded the standards, a decrease of 5.7% with a deceleration of -50 with our ELs performing at a decrease of -6%. Our first district math assessment indicated that our students had made progress to 23.2%, which closely resembles the SBAC score. In the math benchmarks and math tasks, we also saw a decrease in performance, 4.7% and 10.5% respectively. The biggest change we saw was the drop in third grade from the previous year of 31.7% to 19.7%, 12 points! Fifth grade remained unchanged from the previous year with only 41 students testing (15 or so fewer students).  

\[\text{Revision:} \] The results from our 2017 Math SBAC indicated that 24% of our students in the 3-5 grades met or exceeded the standards. This is a slight increase from the previous year yet it is still 5% lower than in our 2016 scores. We also saw the pattern of our ELs performing way below than the school as a whole with only about 5% meeting or exceeding standards. However, with our AA students with data, it shows that 50 percent met the math standards, an increase of 33% from the previous year.

\[\text{Revision:} \] Based on the analysis of the results, our targets and or performance goals are to increase the number of proficient students to 35%. This requires that we recapture the 12 points we lost in our third grade last year.  

\[\text{Revision:} \] The data from the 2017 SBAC showed that our 4th and 5th grade class separately scored 31 and 30 percent respectively. However, third grade continues to be a challenge with only 11 percent meeting or exceeding standards.

\[\text{Revision:} \] We are focusing heavily on the math talks and three-read protocol to deconstruct the language of mathematics and demystify the concepts. We are also working with our math department to build capacity on our math teacher leaders to help lead professional development and provide support. Ultimately, we want to build the space and time during grade level collaboration to provide the facilitated and differentiated supports our teachers need.

**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?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics - 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>
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<tbody>
<tr>
<td>Math intervention has come in the form of teachers providing small group instruction after the whole class instruction has been delivered. The teachers re-teach concepts that the students may not have been able to grasp during whole group instruction. The data also indicated that almost twice as many students nearly met the standards compared to those who met or exceeded them.</td>
<td>Simply stated, the goal is to ensure that the students who are nearly meeting the standards receive the supports they need to make it happen. As stated above, our goal is to reach the minimum target of 35%. This means the number of students needed to meet this goal is 18. The number of students who nearly met the standards is 47. We have the room for this improvement.</td>
<td>Continue the small group instruction to ensure that the students who don’t understand the concepts get that differentiation. We are also supplementing the math curriculum with related activities and problems to extend their exposure to the mathematical concepts being studied. We are also working on building facilitator capacity to help them guide teacher collaboration meetings that enhance their understanding of the math common core. Providing teachers with the materials they need to make the math more accessible to the students through manipulatives and other supplements.</td>
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**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?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics - 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>The results from our 2016 SBAC indicated that 23.4% of our students met the proficiency requirements. This indicated a general drop of 6% in 3-5 grades. However, in looking at the ELs performance, we saw a drop of 3% and an improvement in our re-designated students by at least 50%, that is an increase in academic performance by our ELs of at least 10% to reach that 50%.</td>
<td>Our goal remains to narrow that gap in performance between our ELs and our Re-designated students by at least 50%, that is an increase in academic performance by our ELs of at least 10% to reach that 50%.</td>
<td>We are now intentionally working on creating the space and the time within Grade Level Collaboration to support the teachers in the planning of math lessons and looking at student work to ascertain where the needs are. We need to better utilize the math department in building capacity for our teachers in a more concrete way and be consistent in providing them with the tools they need to teach the subject. One thing we will have on our side is the fact that 5 new teachers we had this year, won’t be new next year. One thing we are exploring is the possibility of having a tutor throughout the 3-5 grade levels with small group instruction focuses on understanding the mathematical concepts being discussed. We also need to be more intentional about de-aggregating data to understand where the gaps are to ensure we address those needs during math instruction.</td>
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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, LTEs, 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. WASC Ch.2</td>
<td>This analysis indicates that we are so close to meeting the goals set by the federal government and we need to be more intentional about exploring the areas of need for those students to support them in meeting proficiency and making significant growth. Based on the analysis of our data, our targets and performance goals are bring the reclassification rate to par with the goal established by the federal government for those students with less than 5 years in the system at 28.6%. Given the trajectory we are seeing in reclassification, we think this is doable. We also need to reduce the number of students with 5 years or more in the system classified as ELs, for this is the predictor of those students who will be Long-Term ELs beyond elementary school. 2015-26 saw a number of our LTEs at 38, which was a reduction from the previous year, but only by 3 students. I want to be able to half that number from 38 to 19. ------------------------------- ------ Revision: The analysis of the data indicate the need for a more intentional goal for our ELs progress in CELDT performance and English Proficiency acquisition. We are going to work on at least doubling the number of students who are reclassified. This means a set of 18 students being reclassified. Our main goal and objective is to reduce the number of students who become long term ELs. The best way to do this is by increasing the number of students who are reclassified before they reach 5th grade.</td>
<td>We need to analyze the CELDT data to identify the areas of need, which we can predict with some level of certainty that it will be in the reading and writing domains. We need to intervene more intentionally to enhance the reading comprehension and writing skills for our students to be able to demonstrate the correlation between achieving proficiency in CELDT and transferring that to the other criteria used for reclassification. We are working with our IRF to ensure that the number of students in any given proficiency level are identified to be able to generate groups for the purpose of ensuring the proper designated ELD instruction. We will either have each grade level teachers taking two different proficiency groups, i.e. B/EI, and so on, or doing it by grade spans depending on the number of students. ------------------------------- ------ Revision: We are working on providing tutoring services to specific ELs (those who are in 4th and 5th grade now and will be taking the ELPA in April of 2018) and focusing on the areas identified by the CELDT as areas of need (which are usually Reading and Writing). We are also expecting to work more collaboratively with MDP to help us attain a more systematic approach to the implementation of the designated ELD instruction to really make the time more efficient in meeting the needs of our ELs.</td>
</tr>
</tbody>
</table>

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 those departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></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) WASC Ch.2</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals? WASC Ch.5</th>
</tr>
</thead>
</table>
Awareness of the program is in the increase through the information presented to our parent groups through our collaboration with community agencies, like Mission Graduates. Though the idea of going to college is a given, not a possible outcome but a certainty, for a sector of our population, it is more doubtful for the other sector: our Latino parents. Therefore, through the agency’s “University Chats” many of our parents were informed of the K2C program and the idea of going to college or choosing a career beyond high school.

We want to make our school a school where the idea of going to college becomes second nature for ALL our students and our Latino parents are informed about the different ways in which a college career can be financed.

We are going to start by introducing the idea of college to our students by having Alma Mater Day every month where students are encouraged to wear college gear to school. I have also been thinking about having teachers post their alma mater on their classroom doors. Up until this year, our 5th grade students have gone somewhere else to participate in Career Day. This is actually something that we can do at our campus and will begin working on that to ensure that we tap our own resources to make career and college a real possibility for all our students. One of our second grade teachers is working on arranging field trips to colleges and I would like to encourage this for all the teachers to do.

### Elementary Schools

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

Increase the awareness of the existing programs that encourage and promote college and career readiness and through that awareness increase the number of students and families enrolled in K2College program. Continue to partner with community based organizations, such as Mission Graduates or others similar CBOs to encourage a college and career ready culture at Fairmount as well making college an explicit reality as exemplified by all our teachers.

### 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 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?

100 minutes, per contract, of PD/staff meeting time every first and third Tuesday each month - 70 minute PD and 30 minute business meeting ILT 2nd and 4th Tuesday of the month. Thursdays we have implemented a minimum day where the entire school comes together for Grade Level Collaboration to develop implementation plans the PD and or instruction for teachers based on the analysis of student work. These grade level collaboration meetings are facilitated by the literacy coaches and the IRF as well as the librarian to extend learning opportunities outside of the classroom. During the time when students attend the other core classes, teachers can meet with their coaches individually for one to one sessions. Focal areas - math - units of study, 3 read protocol, close read, math talks, math intervention/workshop; language arts - balanced literacy with a focus on guided reading, spirals and unit plans implementation; PLC on book study with focus on supporting ELs in academic performance.

<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>Tuesdays - 30 minute business meeting 70 minute PD each month</td>
<td>Principal, and teacher chaired committees reporting on schoolwide issues and approaches; and Principal, IRF, literacy coaches, teacher leaders and central office (MPD) support PD providers.</td>
</tr>
<tr>
<td>ILT meetings every 2nd and 4th Tuesday of the month.</td>
<td>Principal, literacy coaches, IRF and a teacher representative for each of the grade levels. Meeting conducted for one hour, from 3 to 4 pm.</td>
</tr>
<tr>
<td>Grade Level Collaboration through whole school meetings every week on Thursdays during minimum day.</td>
<td>Facilitated by the coaches and the IRF utilizing the available resources provided by central office.</td>
</tr>
<tr>
<td>Ongoing PLC: Supports for ELs in the context of a Dual Immersion School.</td>
<td>Facilitated by literacy coaches and IRF. Originally made possible by a grant provided by MPD, it will now be supported through site funds for extended hours so we can continue the work of exploring ways to support our ELs through the exploration of practices and philosophies that enhance the learning of our teachers.</td>
</tr>
<tr>
<td>Language Arts, ELD, and math implementation.</td>
<td>Literacy coaches and IRF with Humanities and MPD department support to facilitate PD and coaching for the implementation of the balanced approach to literacy and ELD; utilizing our teacher leaders and math department support for math PD and coaching.</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 (RTI) 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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
</tr>
<tr>
<td>School Climate</td>
</tr>
</tbody>
</table>
We have implemented PBIS and RP school-wide, holding behavior expectations assemblies for all our students calling them the "correcto/incorrecto" game. Our teachers have participated in RP training as well as our Noon Monitors and after school staff. All faculty and staff members have been allocated with our Falcon Feathers to reward those students who are consistently meeting expectations and incentivize those who have more difficulty. We have our Student Store every other week where students can exchange their feathers for free dress passes, lunch with teacher or trinkets. We also have our PBIS Assemblies where we recognize our Students of the Month and Star Students, those who excel or make progress in academics or behavior. At these assemblies, students earn their "Golden Feather," which is then stapled to our Mascot, Fuego the Falcon creating a colorful rainbow on the spread wings of our mascot. We have been able to implement our PBIS Committee with parents, staff, and student voice. As far as I know, we are the first elementary with student voice in our PBIS Committee. We are working on implementing our Student Council as well to empower our students more and give them a say in the way the school is run. For 2017-18, we are allocating funds to hire a .5 PBIS Coach to support with the implementation of Tier 1 interventions and supports in the classrooms because we have noticed a general increase in disruptive behaviors that could and should be addressed with Tier 1 supports so that we can focus on those students who need Tier 2 and 3 supports.

### 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...)</td>
<td>To increase parent involvement in the SSC where we see a lack of involvement. Two other areas of need are the budget summit (though this year it was better attended with 9 people participating, whereas last year it was just the president of the SSC and I working on the priorities and goals and objectives.</td>
<td>We are working with our family liaison to increase communication with our community at large and inform them of events and or committees where they can participate. We are also working with parent leaders from the SSC, the ELAC, and the PTA to learn what is preventing the overall parent community to be more involved in these events and or the SSC.</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
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</table>

**Table note:**

- **Narrative describing Parent-School-Community culture:** This section should detail the current state of the relationship between the school and parents, including any challenges or areas for improvement. It should be descriptive and include specific details.
- **Targets:** These targets should be specific, measurable, and achievable. They should be clearly defined and align with the narrative described.
- **Strategies & Impact:** This section should outline the strategies that will be implemented to address the targets and the expected impact, including how the success of these strategies will be measured.
Parent involvement at Fairmount is relatively good. We have a stable participation rate in our PTA with attendance averaging about 30 people monthly. Our ELAC has strengthened in the last few years with good attendance and parent involvement. The area where we are having challenges is in the SSC where meetings are attended only by the members of the SSC. Only in rare occasions do other parents attend. Our parent teacher conferences however, are well attended with upwards of 90% participating. We held a literacy night during literacy week and parent participation was excellent, with high numbers participating in parent workshops.
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 = $3,100

Supplies - materials, including instructional materials, to support learning and classroom integration for students in our SDCs and for our students with IEPs for Special Education (examples include, but are not limited to, materials for speech therapy, supplies, and materials for students with sensory needs).

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

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

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

Allocation = $68,121

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

47,374 of the money will be used to cover .4875 FTE of a literacy coach who works with our ELs in the upper grades (3-5) to intervene in the reduction of the creation of long-term English learners. 10,747 of the money will be used to cover the current tutoring of our ELs after school by two teachers and seeking to expand to at least 3, which will be starting from the second week of school until the last in the 2017-18 school year. 10,000 are allocated to attend a bilingual education conference taking 4 teachers (one per grade level 2-5 and the RRF). A contract with a CBO to provide services to our ELs and our ELAC.10,990 are allocated for supplies and instructional supplies to support the purchase of materials and books to support our ELs. 7,500 are allocated to pay our teachers' participation in professional development opportunities. One of the main pushes is for our teachers to participate in bilingual education conferences like CUBE and La Cosecha. Some of this money will be allocated for the securing of substitutes to cover the teachers participating in such conferences.

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 = $27,000

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

8074 of the allocated funds will be used to cover .470 FTE of our AmeriCorps Intern to support the implementation of Climate and Culture initiatives like PBIS, RP, Student Council, and other activities related to this objective. 10,000 of the funds have been allocated to cover substitutes to allow for our teachers to attend classroom observations or professional development. 7,944 of the funds have been allocated to cover the hiring of a noon monitor to support with the supervision of students during lunch recess every two hours every day.

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

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

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation = $200,000

If your school site receives a TIIBG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?
121,471 of the money will be used to cover 1.25 FTE of our classroom teacher salaries. 24,294 of the money will be used to cover .25 of our Instructional Reform Facilitator to continue working on enhancing the teaching capacity of our faculty to meet the needs of our students. 5,000 of the funds will be used to cover extended hours for our certificated staff to participate in professional development opportunities. 24,294 of the funds will be used to cover .25 FTE of one literacy coach to provide Tier II and Tier III supports to our students. 24, 294 of the funds will be used to cover the cost of .25 FTE of a social worker to provide socio-emotional support for our school community.

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)</td>
</tr>
<tr>
<td>☐ Professional Capacity (LCAP Priorities: Basic)</td>
</tr>
<tr>
<td>☐ Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)</td>
</tr>
<tr>
<td>☐ Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
### Categorical Expenses

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

**Title I = $81,131**

#### How do you plan to use these funds?

24,294 of the money will be used to cover .25 of our Instructional Reform Facilitator to continue working on enhancing the teaching capacity of our faculty to meet the needs of our students. 6074 of the funds will be utilized to cover .06 FTE of one literacy coach to provide intervention services for our students at risk of becoming long term EIs. All of our students being served qualify for free and or reduced lunch. 32,176 of the funds are being used to cover the cost of .5 FTE Activities Coordinator who is responsible for providing structured activities during recesses. 7,938 of the funds allocated will be used to cover the cost of 1249 FTE of our Family Liaison to provide parent and community engagement services. 3,689 of these funds will be used to provide field trips to our students to enhance their learning. 11,041 of the money will be used for supplies.

#### 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 = $813**

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.**

Parents are engaged in the planning of budget priorities, the development of the BSC; we hold monthly principal chats where concerns and suggestions as well as commendations are offered. Our family liaison provides handcraft workshops with several parents participating; we hold literacy night with parent workshops; and our IRF has held parent workshops to help non-spanish speaking parents support their children in the acquisition of the target language.

**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)

### Other (PTA, external sources, School Quality Pairing/CoP work) = $80,000

**How do you plan to use these funds to support your school-wide actions?**
PTA will support with the cost of Education Outside, and providing 50% of the cost of having an activities coordinator and two instructional aides.

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)
- [x] 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>1.0</td>
<td>.50</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
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<td>.5</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

At Fairmount, we have determined that most of our time (primarily the social worker's and mine) is spent addressing behaviors that should be addressed through the Tier 1 interventions. I would like my social worker to be freed up to address social/emotional needs to minimize the time and energy spent dealing with minor conflicts. With the IRF support, I would like to see more small group instruction provided by her and being intentional and strategic. With the loss of our .5 literacy coach, there is more work to do to maintain the structures we have been able to put in place, and address the academic needs of our students. The elementary advisor/attendance clerk will need to work on incentivizing the student attendance, which has seen a big decline from last year.
**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 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/14/2017
- 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: 3/14/2017
## School Site Council Roster and BSC/SPSA 2017-2018 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>Luis Rodriguez</td>
<td>Principal/Chair</td>
<td></td>
</tr>
<tr>
<td>Kevin Cline</td>
<td>Parent/Member</td>
<td></td>
</tr>
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