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 378 students in K-5th grades and a Pre-K class of 16 students. 73% of our student population is Latino and 47% are English Learners. 62% 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 PTA has raised its own bar for fundraising, and the 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, performing above the District average, and like-school averages in general with double digit gains in 2012-2013 per the STAR assessment (last year of data available), and although our ELs and Latino students also made gains, the challenging reality remains that these groups 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 a 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 accelerate the acquisition of the academic language, we have decided to maintain the English model in the ELD classes, the same way we maintain the Spanish model during the rest of the instruction. This is the first step in a new approach for meeting the needs of our ELs, who have historically performed below their counterparts. Providing models for oral language acquisition is an essential component for any literacy program. Through providing the language acquisition opportunities, we provide access to academic content and model the practice of academic language. Providing our teachers with the skills to differentiate the instruction they impart is the next step in meeting the needs of all our students, particularly those who struggle the most, i.e. our ELs. We are working closely with the math and multi-lingual departments to provide collaboration and support with understanding the standards and supporting with the planning for more effective instruction. We are also implementing, more formally, Restorative Practices and Positive Behavior Interventions and Supports, or PBIS. We are on our way to becoming an RtI school with the support of an RtI coach.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents

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

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

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

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

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

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

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

These requirements include:

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

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

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

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

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

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

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

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

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>The goal established at our budget summit, based on the results from our SBAC is for our students to reach at least 50%. When we look at the IAB and the SBAC results, we see a similarity and want to make sure that the growth is significant although we also have to take into account that we are looking at all our students and some of those results belong to students who are no longer with us. However, even in we want to increase the goal of the IAB from 30% to 50% as well to make parity between the IAB and the SBAC, which I think should be the case since both are similar assessments.</td>
<td>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, ROCI, higher level questioning, student discourse, and professional development through the teacher collaboration sessions that we have piloted this year and which seem to be making a difference. Implement the Comprehensive Approach to Literacy, including guided reading &amp; writing, interactive read-alouds &amp; writing, shared reading &amp; writing, independent reading &amp; writing, reading &amp; writing conferences, and word study, all with the added emphasis or focus on the spanish instruction. We will begin to more intentionally incorporate technology in the instruction of our teachers with embedded practice for our students to develop those skills required of them to be more proficient in the access to the keyboard, which as proven to be a challenge for our students.</td>
</tr>
</tbody>
</table>

On the ELA SBAC for 2014-2015, 35% of our students met proficiency. This is below the district mean of 48.6%. For our IAB in ELA, our percentage of students meeting or exceeding expectations was at 30%, which is also below the district mean. However, along the same vein, our acceleration rate was 11.1, which bested the district mean by almost 11 points. In our Fountas and Pinell, the percentage of students on grade level, in Spanish, hovers around 70%.

**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?
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-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>In looking at our data, we see that our focal group continues to be our ELs. In comparison to the rest of the student population, we see our ELs being outperformed by their counterparts by between 10-15 percent. BSC Update: The results of the most recent SBAC indicated a general decrease in the performance of our students. However, we noticed a pattern in our ELs that indicated a drop not only on those officially categorized as ELs but also on those students who have been reclassified as English proficient. The decrease among our ELs was 6% and of our redesignated EP was 18%.</td>
<td>Our goal is to close that gap by 10 percent, that is between the ELs and the rest of our EOs. This will bring their performance to parity (at least in Spanish). BSC Update: Our focus has changed to the SBAC results given the drop in the academic performance. Our updated goal is to restore their performance to at least the decline in both our ELs and those re-designated proficient.</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 our students with special needs with these groups. For our first graders who continue to struggle, they will participate in Reading Recovery and Descubriendo La Lectura as part of our Tier 3 strategy. Teachers will also be able to continue to refer students for CARE team/SSTs to rule out any other challenge that may be impeding their academic progress.</td>
</tr>
</tbody>
</table>

**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 SQI?

**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. WASC Ch.2</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.</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 our students with special needs with these groups. For our first graders who continue to struggle, they will participate in Reading Recovery and Descubriendo La Lectura as part of our Tier 3 strategy. Teachers will also be able to continue to refer students for CARE team/SSTs to rule out any other challenge that may be impeding their academic progress.</td>
</tr>
</tbody>
</table>
Based on the analysis of the results, our targets and performance goals are to increase the number of proficient students to 38% to match the expected target of the SQII. In looking at the 5th grade at 17%, the goal is to bring that grade performance to at least parity with the other grades. This may be the biggest challenge since we will have to double the previous score.

**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>
</tr>
</thead>
<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 more than double the 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 38%. This means the number of students needed to meet this goal is 18. The number of students who nearly met the standards is 46. 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>
</tr>
</tbody>
</table>

**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>Our focal students continue to be our ELs, who we see being outperformed in the most recent district math assessment by almost 20% compared to their EO counterparts. BSC Update: 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 9% and an improvement in our re-designated EP of 6%. The challenge remains though when we look at the percentage of students who were proficient (only 6.6%). This indicates that more than 93% of our ELs, or 71 students in grades 3-5 did not meet the standards.</td>
<td>Our goal is to narrow that gap by at least 50%, that is an improvement of 10%. BSC Update: The results clearly indicate that we were not able to meet the goals we had hoped to achieve.</td>
<td>Through the analysis of the available data, identify the specific areas of need to be able to target the interventions through small group instruction and specific professional development provided by our math teacher leaders. BSC Update: 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 are also going to utilize math as a way of capitalizing on language development during the integrated ELD time to support our ELs in the acquisition of the academic language needed to process the mathematical concepts.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.5</strong></td>
</tr>
</tbody>
</table>
Our reclassification rate for ELL students is at 3%. The SFUSD average is approximately 51%. Needless to say, our record requires a deep analysis of what is, or is not, happening at Fairmount when it comes to our ELS being reclassified. According to the most recent data, 54.5% of our ELL students met benchmark growth levels on CELDT. Though the SFUSD average is 62.2% and we are not even on par with the rest of the district, we also see in the data that about 22% of our students attained CELDT proficiency in 14-15 and about 25% in 15-16, for those students with less than 5 years in the system. For those with 5 years or more, the proficiency number goes up to about 42% in 15-16. Again, even though these numbers are below the federal benchmark of 52.8%, it is still higher than the percentage of the students being reclassified. This analysis indicates that there are other factors outside of the CELDT that need to be explored to understand the discrepancy between these numbers and the number of students being reclassified.

Based on the analysis of our data, our targets and or performance goals are to at least bring the reclassification rate to par with the rest of the data of students meeting proficiency levels meaning that we should go from 3% to at least 25%, matching the expected CELDT proficiency in 2015-16. 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 LTELS 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.

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 also working on identifying the proper tutoring services to support our students in the areas of need. We are working with the ELAC to tap our community based organizations to partner with us to deliver these services. We are also working with MPD 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.

<table>
<thead>
<tr>
<th>Other Subject Areas (Secondary Schools, optional for Elementary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Results - All Students</strong></td>
</tr>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</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

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

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.

**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
**Leadership, Instructional Guidance & Professional Development**

Schools with coherent instructional guidance can articulate the what and how of 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?**

100 minutes, per contract, of PD/staff meeting time on Mondays each month - 30 minute business meeting and 70 minute PD monthly on Mondays (1st and 3rd Mondays of the month); ILT 2nd and 4th Mondays of the month. Tuesday, Wednesday, and Thursday Grade Level Collaboration to differentiate 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. These meetings take place every other week and on the “off” weeks and with the support staff consent, 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 Academic Conversations and 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>Mondays - 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 Monday of the month.</td>
<td>Principal, literacy coaches, IRF and a teacher representative for each of the grade levels with 4th and 5th grade represented by one teacher. Meeting conducted during contractual hours.</td>
</tr>
<tr>
<td>Grade Level Collaboration every other week.</td>
<td>Facilitated by the coaches and the IRF utilizing the available resources provided by central office.</td>
</tr>
<tr>
<td>Ongoing PLC: Academic Conversations and 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 (RtI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

**Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups-AA,EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

**Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates

**School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>100% of students with IEPs are integrated into the general education setting (including one student designated ED and others as ID, SLD, speech, and OT)</td>
<td>100% full inclusion maintained with 100% of IEP minutes met for service</td>
</tr>
</tbody>
</table>

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.
<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
<th>According to our SQII data, the percent of students chronically absent is at 5 percent. We realize that much of this percentage is related to our students in the SDC who because of their disabilities and fragile health, they have to stay home. We also identified a few students in the general student population who struggle with attendance. BSC Update: We continue to have challenges with our attendance because the SDCs are reflected in the report and we have several students who suffer from acute health issues and are often too sick to attend school. However, there are also other groups that are demonstrating chronic absenteeism. Our school rates at 14.1%, which is below average in school attendance. Our goal is to reduce the number of students in the general population who are chronically absent by 20%. BSC Update: We did not meet our goal. In fact, our chronic absenteeism went up 8.8%. This indicates that 8.8% more of our population was chronically absent in 15-16.</th>
<th>Our student advisor in collaboration with central office staff and my support, is conducting more timely SART and SARB meetings to provide supports for those families who struggle with school attendance. We are also holding attendance workshops for parents to be aware of the consequences of chronic absenteeism or tardiness. We are also rewarding students with perfect attendance and those who are showing progress in their going to school. Teachers are encouraged to “pump up” school attendance so they can get the first place prize among other things. We are going to create a banner to be hanged outside the classroom with the highest perfect attendance. We will start monthly and go down to weekly eventually. BSC Update: Some of the things we were supposed to engage in to incentivize better attendance did not materialize. Now with our social worker in place, we will have more time to work on incentives. We are also working more collaboratively with central office staff to work on interventions and rewards. Home visits have also been discussed as an intervention to support those families with chronic absenteeism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>Generally speaking, our school climate has been ranked very high and we have made great strides in reinforcing that experience. Through the adoption and implementation of RP, we are working on minimizing the punitive approach to discipline and instead are working on mediation and conflict resolution. We pride ourselves in using suspension as the very last resort. We have only suspended two students this year for vandalism and had restorative conversations with their parents. There have been no other incidents of vandalism.</td>
<td>Our goal is to have a 90% rank from students, families, and staff in relation to their experience at Fairmount. 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.</td>
</tr>
</tbody>
</table>

### 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 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.

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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>
</tbody>
</table>
### 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)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>4,450</th>
</tr>
</thead>
</table>

$1,000 - 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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>71,208</th>
</tr>
</thead>
</table>

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

21,438 of the money will be used to cover .2 FTE of a literacy coach who works with our ELs in the upper grades (4th and 5th) to intervene in the reduction of the creation of long-term English learners. 23,732 of the money will be used to cover .25 FTE of our Instructional Reform Facilitator to continue working on enhancing the teacher capacity of our faculty to meet the needs of our ELs. 10,000 are allocated for professional development opportunities. The main push is for our teachers to participate in bilingual education conferences like CABE 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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>7,1208</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>20,000</th>
</tr>
</thead>
</table>

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?

7,652 of the allocated funds will be used to cover .125 FTE of our Family Liaison to support family and community engagement. 12,348 of the allocated funds will be used for supplies and instructional supplies to support the learning of the entire student population.

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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>200,000</th>
</tr>
</thead>
</table>

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

23,732 of the money will be used to cover .25 FTE of our Instructional Reform Facilitator to continue working on enhancing the teaching capacity of our faculty to meet the needs of our students. 94,928 of the allocated funds will be used to cover the cost of a class size reduction for 4th grade. 47,464 of the funds will be used to cover .5 FTE of one literacy coach to provide Tier II and Tier III supports to our students in the lower grades. 24,128 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. 2,749 of the money will be used for instructional supplies and 7,000 of the money will be used to cover the cost of the copier machines.

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>80,234</th>
<th>31500</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

56,957 dollars of the funds allocated will be used to cover .6 FTE of one literacy coach to provide intervention services for our students at risk of becoming long term ELs. All of our students being services qualify for free and or reduced lunch. 7, 652 of the funds allocated will be used to cover the cost of .125 FTE of our Family Liaison to provide parent and community engagement services. 5000 of these funds will be used to provide field trips to our students to enhance their learning. 3,833 of the money will be used for instructional supplies and 500 for postage.

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: 8,230

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: 9/16/2015

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

Impact & Innovation Awards =

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

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

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

How do you plan to use these funds?

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

Equity Grant = (as applicable 16-17)

Identify Sub-group & specific actions

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

QEIA Carryover = 23,000

How do you plan to use these funds?
We are contracting with WestEd to provide on site training on differentiation for our teachers. This will consist in a series of classroom observations to develop a plan specific to our context and reality. An element of the work to be provided is facilitating coaching sessions to build capacity for our coaches and IRF to strengthen our GLC. The money will also be used to secure substitutes to allow for our teachers to observe each other implement the different strategies that will be developed. This is work intended to be carried over through the first few months of school. We will secure funds to revisit the work in the latter part of the school year.

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

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

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

How do you plan to use these funds to support your school-wide actions?

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

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

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

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

<table>
<thead>
<tr>
<th>Support</th>
<th>FTE</th>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>0.5</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1.0</td>
<td>Nurse</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.5</td>
<td>Family Liaison</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>0.75</td>
<td>CHOW</td>
</tr>
<tr>
<td>CHOW</td>
<td></td>
<td>Elementary Advisor</td>
</tr>
<tr>
<td>Elementary Advisor</td>
<td></td>
<td>T10</td>
</tr>
<tr>
<td>IRF</td>
<td>0.75</td>
<td>Literacy Coach</td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>0.5</td>
<td>Academic Rtl Facilitator</td>
</tr>
<tr>
<td>Academic Rtl Facilitator</td>
<td></td>
<td>Hard To Staff</td>
</tr>
<tr>
<td>Hard To Staff</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- School-wide implementation of Guided Reading or similar approaches that will strengthen reading comprehension in the target language and English.
- We will work on creating the space for math development to take place during grade level collaboration every other week. We will work on increasing the number of ELs reclassified by intentionally looking at those students who meet English proficiency per CELDT and co-relate that performance with the needed criteria. We will also work on decreasing the number of chronically absent students through the interventions discussed above by 50% in the general population area.
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 25, 2016.
- 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: 3/16/2016
- 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: 3/16/2016
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/Co-Chair</td>
<td></td>
</tr>
<tr>
<td>Nataly Terrazas</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Griselda Amezcua</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Marianna Ballesteros</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rey Refuerzo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ericka Shomaker</td>
<td>Parent/SSC Chair</td>
<td></td>
</tr>
<tr>
<td>Laura Chiera</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Robert Espinosa</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>