



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

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

School	Fairmount Elementary School
Principal	Luis Rodriguez

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, 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. In an effort to both, meet the compliance requirements of the Department of Justice about ELD instruction, and our commitment to ensuring a designated time and space for academic English language acquisition, we are implementing ELD according to the different levels of performance. 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 with the planning for more effective instruction. We will continue our implementation, more intentionally, of Restorative Practices and Positive Behavior Interventions and Supports, or PBIS.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (*For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?*)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

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

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

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

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

These requirements include:

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

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/ao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "**####_Mid-Year_Summary_2017-18**". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/ao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> ▪ Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> ▪ College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> ▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):

Historically, we have identified our ELs as the main focal group because of the challenges our ELs face in their academic performance. We will continue working with them to prepare them to be able to tackle the content and access the curriculum. At the same time, we are focusing more intentionally on the performance of our African American students in the context of an immersion school.

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

Analysis of Results Language Arts-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2			
Based on the 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. Update: Based on the 2018 SBAC ELA results, our students showed a gain of about 2% of students meeting or exceeding standards. In addition, the percentage of our ELs meeting or exceeding standards increased by about 4% and our redesignated students made a 12.5 percent improvement.	Based on the analysis of the results, we want to stick to the goal set on the original draft of the SBC, we want to break the 30s and reach a 40% proficient in ELA performance. And we still maintain the goal of decreasing the disparity between our students with low SES and ELs while eliminating the negative differential of our ELs performance. Update: Based on the most recent results, we want to continue towards our goal of at least 40% proficient in ELA and continue improving the performance of our ELs and redesignated students.	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, and using student work more intentionally to guide the planning and instruction. Update: We need to remain consistent in our approach to instruction to better determine the barriers.	Professional Development: - We have shifted our work with professional development moving from content specific sessions to skill-based and strategies that are applicable to all content areas, ranging from increasing the level of questioning, decreasing teacher talk at the same time that we increase its quality, increasing student talk and its quality as well. We are also working on developing better informed structures for grouping students. -- Literacy Coach and IRF will provide ongoing support for a Comprehensive Approach to Literacy using the CAL SFUSD Elementary Handbook as a guiding tool -Update: We changed the way we provide professional development for our teachers moving away from content-specific professional development, which created the challenge of each subject area not being revisited for 3 months. We are focusing on differentiation and developing a common understanding of what that is and how to do it more effectively.

Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>We have recently received the scores for the Integrated Writing Assessment, taken by all third through fifth graders. 3rd: 9.8 % proficient; 23 % approaching 4th: 17.5 % proficient; 38.6 % approaching 5th: 36.1% proficient; 32.8 % approaching Update: We have adopted the Reading Inventory Assessment this fall, and the results have not been stellar. 31% of our students in grades 3-5 scored proficient or advanced with 25 percent scoring Basic and 44% Below Basic. The grades have provided us with a more objective outcome that will give us the pause to give the F & P assessment more strategically and focusing on those students who are basic to focus on supporting them reach proficiency and the rest support them in progressing in their reading.</p>	<p>There is clear potential for our students to reach proficiency in higher numbers than what we have seen. We also see a higher percentage of proficiency as the students move up the grades. So, reflecting about that, we can certainly aim to increase our proficient percentage by at least 10 percent in our IWA and extrapolating the results from this assessment and determine the instructional focus for the coming year. Update: Through the implementation of F & P, we want to work on moving the students who scored Basic (40 students) move them to proficient.</p>	<p>We are doing three things more intentionally: 1. We are providing individual coaching for our teachers to help the implement not only the content but the instructional practices we are exploring; and 2. we are establishing the lab classroom practice to have teachers see each other delivering instruction and improve their practice through emulation; and 3. we are implementing ILT walk- throughs, which perhaps common in other schools, it is something that we are barely beginning to explore. We are also exploring the idea of using Reading Inventory Assessment for our 3-5 graders instead of F & P. With RI, we will be targeting the reading supports more carefully because we would administer the F & P to those students who are not reading at grade level, allowing the teachers to be more strategic about the supports they provide the struggling learners. Update: We will need to work on strategy groups as well as strengthening our guided reading instruction. Once we ascertain that these interventions are in place, we will strategically create Tier 2 support groups.</p>

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):

Historically, we have identified our ELs (50%) as the main focal group because of the challenges our ELs face in their academic performance. We will continue working with them to prepare them to be able to tackle the content and access the curriculum. At the same time, we are focusing more intentionally on the performance of our African American (5%) students in the context of an immersion school.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
<p>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 2015 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. Update: The results from our 2018 Math SBAC indicated that only 18 percent of our students in grades 3-5 were proficient in the standards. Our ELs and Redesignated students also suffered declines.</p>	<p>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. Update: Based on the results from the 2018 SBAC, we are intent on erasing the decline and aim for our 3-5 grades performance to reach at least 30 percent in the 2019 SBAC.</p>		<p>AT Fairmount, we have been working on strengthening the three read protocol and math talks strategies with varied success. Along with the continued implementation of these strategies, we are also focusing on increasing the rigor of the questions we ask our students; creating the space for them to talk more, and being intentional about how and why groups are created in the classroom. Update: We decided to refocus the work of the IRF and begin focusing more on coaching math. She is also leading a group of several teachers (almost one per grade level), in math lesson study. The facilitated grade level collaboration includes a rotation of math focus for each grade level.</p>

		n the past year, we have focused heavily on the math talks and three-read protocol to support our students in deconstructing meaning in their math subject area. We are utilizing the collaboration to be more intentional about identifying the areas of need and begin designing the interventions that will address those needs. I am also being more involved in the collaboration between the math department and the teacher leaders at the school. Once we identify the specific areas of concern, we can determine whether small group instruction, Yet, I believe that essential in this development is the capacity of our teachers in implementing the math curriculum. That is the goal of the teacher leaders and math coach. Update: We are noticing that our students in the upper elementary grades are having difficulty with simple operations, like adding 2-digit numbers. So, we are adding basic number sense memorization as part of the instruction.
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Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
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. Update: As with the ELA Section, the most recent results indicate a need that has to be addressed. By demystifying the teaching of mathematics, we intend to build the capacity of the teachers to lead small group instruction in mathematics in the classrooms.	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. Update: Our goals remain the same.	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 that 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. Update: Similar to the strategy groups in ELA, we are looking at "centers" where the students have the opportunity to rotate through three different centers and the teacher being one of them, will hold small group instruction to support the acquisition of the content.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		

Through conversations with teachers and parent groups, it has been determined that science instruction needs additional focus and resources at Fairmount. Update: As a way to prepare for the rollout of the new Amplify curriculum, all of our teachers attended the trainings provided at the start of the school year. We are implementing the first of the three units (physical science).	We are still waiting for clear and specific directions from SFUSD Science Department. We have one teacher (second grade) who was interested in piloting the NGSS. However, he had to drop out of the training because of the number of responsibilities on his plate. Update: In looking at the performance by our students in both ELA and Math SBAC, we would like to establish a measurable target aligned with the other two assessments. We are aiming for 30 percent proficiency.	We have Education Outside in place. However, there needs to be more training and professional development opportunities for the instructor to be able to deliver real science lessons. We need to bring science department personnel to build capacity in our teachers to make science instruction a more viable possibility. Update: Our teachers are implementing the curriculum, and recently, we identified two new teacher leaders for kinder through second and third through fifth. Their charge is to attend trainings that continue informing the rollout of the curriculum and coordinating the professional development needed to support that roll-out.
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ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Our reclassification numbers went down from the previous year (9 vs 22). However, we are still at a higher rate of reclassification than in the 2014-15 school year when only 1 student was reclassified. Yet, we are still below the expected goal posts established by the federal government for CELDT progress and English proficiency acquisition, both of which suffered a decline.	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.	We are working on providing tutoring services to specific ELs (those who are in 4th and 5th grade now and will be taking the ELPAC 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 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.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
Based on past culture and climate survey results, data show a positive opinion from the students and families around the school climate and culture and the social emotional learning supports.	School wide positive behavior interventions and supports are front and center at Fairmount and our goal is to develop the capacity of our teachers to be able to provide Tier 1 SEL approaches school wide through the coaching support of our SEL Coach, a new position created and funded this year to strengthen existing practices and develop school-wide structures and systems to this end.	We have a health advocate in our staff and she is doing a good job of creating awareness in our community. However, we need to be able to coordinate better with the activities coordinator, our AmeriCorps Intern and our SEL Coach to enhance the practices that make a school healthier. One thing we have implemented this year and has been well received is a weekly yoga class that meets the SE needs of our teachers, helping them begin the week in a more positive note, which can only benefit our students in the classrooms.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a	What are your targets/ goals? (Elementary,	What shifts will be required to achieve these
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balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Middle, High) Refer to the VAPA section in the Central Services Supports Guide	goals? What resources or support will be required to achieve these goals?
Fairmount values a balanced learning experience. To that end, our students participate in the following visual and performing arts programs: SFUSD visual art lessons for 4th and 5th graders SF Ballet lessons and performances for our second graders SFUSD VAPA instrumental music lessons for our 4th and 5th graders Generalist music lessons for our second and third graders And symphony shows and concerts for all.	The targeted goal is to provide access to the arts to all of our students from kinder to fifth grade through VAPA instructors or other agencies.	To ensure the time and space are allocated for each grade level to access the arts in one capacity or another. We are also utilizing other resources (31500 IASA/SWP) funds to provide our kindergarten and first grade students the opportunity to have a comprehensive educational experience. Without utilizing these funds, we would have no other way of making this possible.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
PE is an important aspect of a balanced education and Fairmount and our PE coach and teachers ensure that each student, from pre-kinder to 5th grade, including our students in the Mod/Severe special day class, have access to physical education.	Besides ensuring that all our students access physical education, our goal is for all of our 5th graders meet the physical fitness assessment standards	Regular and consistent collaboration between our teachers and our PE specialist; continuing our collective morning activity 3x per week; and incorporating the practice of physical breaks in the instructional day.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

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

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

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

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

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

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. Our school needs to do a better job of creating awareness in our Latino community about the K2C savings accounts to encourage a college-going culture. Our family liaison needs to be more involved with our K2C representative to make sure that this is an ongoing conversation beyond kinder orientation.

Strategies in Action: Schools

In **Transform Learning. Transform Lives**, the “**Strategies in Action: Schools**” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

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

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

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

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

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 different topics from content integration, to differentiation, to equity.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
-Tuesdays - 30 minute business meeting/70 minute PD each month -ILT meetings every 2nd and 4th Tuesday of the month. -Grade Level Collaboration through whole school meetings every week on Thursdays during minimum day. -Ongoing PLCs: to support our learners in a more effective, equitable manner -Language Arts, ELD, and math implementation.	-Principal, and teacher-chaired committees reporting on school-wide issues and approaches; and Principal, IRF, literacy coaches, teacher leaders and central office (MPD) support PD providers. -Principal, literacy coaches, IRF and a teacher representative for each of the grade levels. Meeting conducted for one hour, from 3 to 4 pm. -Facilitated by the coaches and the IRF utilizing the available resources provided by central office. - 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. - 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.

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Fairmount Elementary is an inclusion school for our students with special needs	Meeting the needs of our students with disabilities in an equitable, inclusive manner.	

			Our general education teachers will be supported by the RSP teacher to understand the IEPs of the students in their classrooms to better address their needs and accommodations Our social worker and RSP teacher will continue to be active members of our CARE team
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	We reached out to Kevin Googin's department to get support for two of our students in kindergarten who introduced themselves in non-binary ways to their peers. We met with the parents of one of them and connected them with Kevin's staff for additional support.	Our goal is to create a more inclusive environment by creating awareness in our different parent communities as well so that someone's sexual orientation or identity does not present an issue regardless of whether it comes from a student or a staff member.	Collaborate with community agencies to provide workshops to our parent community on diversity and parenting skills.
Student Engagement/Attendance	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 14.8%, which is below average in school attendance district wide.	We did not meet our goal. In fact, our chronic absenteeism went up .7%. This indicates that .7% more of our population was chronically absent in 16-17.	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. However, we still have not found the right supports for our chronically absent students. What we have found is that several of them do not live in the city and transportation is ... issue. We have worked with the YMCA for early care and will continue to explore ways in which we can support those students and families who struggle with attendance.
School Culture/Climate	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 three students this year for extreme physical aggression and are working with pupil services to address their needs in a more comprehensive manner.	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. For 2017-18, we allocated funds to hire a .6 SEL Coach to support with the implementation of Tier 1 interventions and supports in the classrooms because we have noticed a general need for support in Tier 1 systems and structures to aide in the managing of the behaviors that could and should be addressed with Tier 1 supports. Our social worker will then focus on supporting the students who need Tier 2 and Tier 3 supports.
Social Culture/Climate	Our AA and Asian populations have increased in the last 2-3 years. Last year we started a program during Black History Month to educate our students and general community on the contributions to our society of African Americans. At the end of the month, we hold an assembly with music, dance, poetry, and other educational activities.	We want to start something similar for our Asian American community.	Need to collect data and information about the feasibility and viability of such program.
Wellness Policy	Fairmount has aligned itself with the wellness/healthy options as described by the district. At the start of the year, we send a notice home so parents can provide their children with healthy lunch options if applicable, or we inform them of the menu items in the cafeteria. We also send reminders home when we find items that don't meet the criteria.	Continue to work on eliminating sugary foods during class celebrations.	Will explain the food policy at kinder orientation and back to school night as well as on sending reminders home during the school year.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on. <ul style="list-style-type: none"> <input type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input checked="" type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources 	Choose at least one of the following focal populations <ul style="list-style-type: none"> <input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners: <p>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. 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.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
We will look at the climate and culture surveys for sure but also we can assess the participation through our different parent groups, asking for their feedback and number in attendance at the different meetings. During community events, we could get a general idea of participation by asking them to fill an attendance sheet.	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input checked="" type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
Education Outside YMCA Instituto Familiar de la Raza	
What are your specific goals or objectives for these partnership?	
Education Outside is intended to provide support in the teaching of science, and doing so in a hands-on way that is not readily accessible in elementary classrooms. The YMCA ASP will collaborate with us to bridge the spanish language acquisition for our AA students to strengthen their spanish language skills. Instituto is working with our Pre-K program by providing coaching and individual supports for some of our students	
What actions will you take to deepen your school's partnership with community organizations?	
I want to work collaboratively to find the right community agency that can help us deepen the work and supports for our African American students and parents. I am in talks with some parents to hold our first community meeting with a focus on serving our Black students more efficiently.	
How will you measure the impact? (Quantitative and/or qualitative data)	
We can start with surveys of students, parents, and staff.	

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 = \$3,400

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 = \$69,069

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

50, 677 of the money will be used to cover .4875 FTE of a literacy coach to support our teachers (K-5) to build their capacity to become the first interventionists in the classroom through small group instruction and specific interventions based on the students academic needs. 5,000 are allocated to attend a bilingual education conference taking 3 teachers and the IRF. We are allocating 5000 to provide tutoring for our ELs who are on the cusp of meeting reclassification criteria. 4,405 are allocated for supplies and instructional supplies to support the purchase of materials and books to support our ELs. 2623 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 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

Allocation =

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

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

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = \$31,000

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?

8424 of the allocated funds will be used to cover ..125 FTE of our Family Liaison to support coordination of services and resources for our families and .435 FTE of our AmeriCorps Intern to support with the implementation of Climate and Culture initiatives like PBIS, RP, Student Council, and other activities related to this objective. 6560 of the funds have been allocated to cover substitutes to allow for our teachers to attend classroom observations and or professional development. 8009 of the funds have been allocated to cover instructional 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*)

Targeted Instruction Improvement Grant (TIIIG) 07940

Allocation = \$200,000

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?

\$103, 221 of the money will be used to cover 1.00 FTE of our classroom teacher salaries. 25, 9088 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. 25, 988 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. 27, 067 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. 9779 of the funds will be used to buy instructional materials to further the implementation of our educational initiatives.

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

- Instructional Guidance (*LCAP Priorities: Implement Standards, Pupil Achievement, Course Access*)
- Professional Capacity (*LCAP Priorities: Basic*)

- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

CATEGORIAL EXPENSES

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

Title I = \$99,907 (31500)

How do you plan to use these funds?

38,982 of the money will be used to cover .375 of our Instructional Reform Facilitator to continue working on enhancing the teaching capacity of our faculty to meet the needs of our students. 6497 of the funds will be utilized to cover .0625 FTE of one literacy coach to provide intervention services for our students at risk of becoming long term ELs. All of our students being serviced qualify for free and or reduced lunch. 25, 273 of the funds are being used to cover the cost of .375 FTE Activities Coordinator who is responsible for providing structured activities during recesses. 8, 424 of the funds allocated will be used to cover the cost of .1250 FTE of our Family Liaison to provide parent and community engagement services. 3,500 of these funds will be used to provide field trips to our students to enhance their learning. 6, 810 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 = \$990

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 =

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) = \$63,000

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

PTA will support with the cost of Education Outside, and providing 50% of the cost of having an activities coordinator and one instructional aide.

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5	1.0	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	
IRF:	Literacy Coach:	Academic RtI Facilitator:	Hard To Staff:
.5			
Other:	Other:	Other:	Other:

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

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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018 .
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/18/2018
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/18/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

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

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Luis Rodriguez	Principal/Chair	
Kevin Cline	Parent/Co-Chair	
Grecia Garcia	Teacher/Member	
Nataly Terrazas	Classified/Member	
Griselda Amezcua	Teacher/Member	
Evelyn Hernandez	Teacher/Member	
Bethany Goad	Parent/Member	
Vrinda Deshmukh	Parent/Member	
Ray Refuerzo	Parent/Member	
Rosa Hernandez	Parent/ELAC/Member	