2016-2018 Balanced Score Card: 
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Garfield Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Jennifer Sethasang</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

SCHOOL VISION STATEMENT: The Garfield community shares a strong common vision that is clearly articulated to staff, parents and students. Our school vision is that every child will develop positive self-esteem; be a life-long learner; achieve academic, personal and vocational success at all stages of life; and have a strong sense of personal and civic responsibility. EXECUTIVE SUMMARY: Garfield is a small elementary school located in the heart of historic North Beach at the foot of Coit Tower. Thirteen dedicated teachers provide authentic learning experiences for approximately 250 students in a General Education Pathway, a Cantonese Immersion Pathway, and in two high functioning Autism spectrum classes serving grades K-02 and 03-05. The core instructional program focuses on promoting deep literacy with a particular emphasis on written and oral communication, mastery of the Mathematics Common Core Standards, Social Studies, Science, Physical Education and a variety of Arts including architecture, dance, drumming, theater/storytelling, Chinese and Western Opera, hip hop and literature/creative writing. In addition, the school has approximately 100 late model computers, and technology is integrated into our instruction through the use of smart software programs such as Raz Kids, Brain Pop, and IXL Math and English Language Arts. At Garfield the social, recreational and academic needs of our students are balanced to promote a safe and happy educational environment that ensures authentic learning experiences for all. In addition, to guarantee that our students enjoy their school experience and achieve at high levels academically, we provide a rigorous, non-competitive setting where all students feel included and are encouraged to take risks and work towards their personal best. Finally, we promote equity by providing learning experiences and interventions that will prepare our students to succeed in secondary and post-secondary school and compete in an increasingly complex global society. We believe in building relationships with all families in order to create a safe learning environment for all. Some challenges we face here at Garfield are attendance. We have some students that travel to our school from across San Francisco. We support families problem solving and coming up with strategies around public transportation etc. Our Student Advisor, Social Worker, Principal and Community Attendance Liaison meet monthly to support students and their families.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</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>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</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>
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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

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

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Our target for the whole school is for students to begin the 2016-2017 school year performing close to their level of proficiency that students achieved at the end of the 2015-2016 school year.</td>
<td>Teachers will use the SFUSD PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core Standards (CCSS) (spirals) to guide instruction. Teachers in Bilingual and Dual Language Immersion Pathways use the SFUSD ELA Pk-12 Core Curriculum’s Scope and Sequence with amplification of target language. Curriculum maps, unit plans and lesson plans will be produced and revised for each spiral at each grade level; for English Language Learners and students with IEP’s, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. With the addition of a</td>
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We utilize the Reader’s/Writer’s Workshop approach for our Comprehensive Approach to Literacy. We are in year 2 of implementation. While our scores are positive (index level 10), we would still like to improve overall ELA proficiency by 5% (increase from 55% to 60%). Our numbers are similar in the lower grade levels, using Fountas and Pinnell scores.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
Our students will benefit from the full implementation of Reader's/Writer's Workshop—meeting the needs of our students who require varied methods of instruction. We will move our students forward toward proficiency, increasing scores on the SBAC, Fountas and Pinnell, and SRI. Curriculum maps, unit plans and lesson plans will be produced and revised for each spiral at each grade level; for English Language Learners and students with IEP’s, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. We will utilize the SFUSD Comprehensive Approach to Literacy—specifically Small group instruction and conferencing. With the addition of a .5 Instructional Reform Facilitator (IRF) we will deepen our implementation of the Comprehensive Approach to Literacy (Reader's/Writer's Workshop). Our goal is 100% full implementation. Our IRF will help us facilitate our planning around student data and student work samples.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our biggest areas of need lie within our Socio-economically disadvantaged Caucasian students and our African American students. These groups have the greatest percentage of students not performing at proficient levels. Theses students also experience the largest amount of days truant (absent/late 30+ minutes),</td>
<td>Our target/performance goal is to move our focal students toward proficiency, closing the achievement gap. We will need to assist with interventions to ensure more regular school attendance.</td>
<td>Curriculum maps, unit plans and lesson plans will be produced and revised for each spiral at each grade level; for English Language Learners and students with IEP’s, teachers will amplify and differentiate instruction within the core that supports literacy and/or English language development by attending to the CA ELD Standards and the Universal Design for Learning (UDL) model. With the addition of a .5 Instructional Reform Facilitator (IRF) we will deepen our implementation of the Comprehensive Approach to Literacy (Reader's/Writer's Workshop). Our goal is 100% full implementation. Our IRF will help us facilitate our planning around student data and student work samples.</td>
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</table>

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>We will increase our student proficiency levels by 5%.</td>
<td>The instructional shifts that will be required are as follows: The instructional strategies identified in the SFUSD Math Teaching ToolKit supports teachers and students as we continue our move away from a more directive style of teaching mathematics and toward a more inquire-based style. It is a practical resource of teaching strategies and tools that allow all our students the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment. Our IRF will help us facilitate our planning around student data and student work samples.</td>
</tr>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.8</td>
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</tbody>
</table>
Analysis of Results for Mathematics Intervention

Our students will benefit from the full implementation of the revised (year 2) version of the math common core curriculum, using varied types of learning to reach each student.

We will move our students forward toward proficiency, increasing scores on the SBAC and benchmark/unit assessments within the math curriculum.

What interventions are required to ensure all students reach mastery?

The instructional shifts that will be required are as follows: Continue to implement the SFUSD Common Core Math Standards, increase opportunities for student academic talk, small group and paired work, use of anchor charts (visual) and oral presentations of ideas/directions/concepts, and identify students who are struggling and support teachers with differentiation of curriculum to meet all needs. The instructional strategies identified in the SFUSD Math Teaching ToolKit supports teachers and students as we continue our move away from a more directive style of teaching mathematics and toward a more inquire-based style. It is a practical resource of teaching strategies and tools that allow all our students the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment. Our IRF will help us facilitate our planning around student data and student work samples.

Analysis of Results for Mathematics-Focal Group

Our biggest areas of need lie within our Socio-economically disadvantaged Caucasian students and our African American students. These groups have the greatest percentage of students not performing at proficient levels. These students also experience the largest amount of days truant (absent/late 30+ minutes).

Our target/performance goal is to move our focal students toward proficiency, closing the achievement gap. We will need to assist with interventions to ensure more regular school attendance.

What interventions are required to ensure all students reach mastery?

Students will be paired with small groups, college tutors, and regular communications with our elementary advisor, while our teachers work directly with our Instructional Reform Facilitator to ensure proper differentiation for our focal group students. Our IRF will help us facilitate our planning around student data and student work samples, creating plans for our focal students.

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)?

Analysis of results (including CELDT, F&P, or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEEs, recently reclassified)

In a narrative, describe what your analysis of the data says about your school.

Garfield is successful at our level of reclassification/education of EL students. The majority of these students are scoring at the same levels as our non-EL students.

We will continue to meet with/attend PD with MPD to improve our curriculum implementation, understanding of EL’s, and increase our levels of proficiency with all students.

What interventions are required to ensure all students reach mastery?

In all pathways, teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources and primary language supports. We will have 30 minutes each day of designated, school-wide, leveled ELD instruction.

Other Subject Areas (Secondary Schools, optional for Elementary)
Analysis of Results - All Students
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.  
WASC Ch.2

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

What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
WASC Ch.5

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

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

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

Elementary Schools
What is your plan for promoting college and career readiness?

We work with college and career readiness through each discipline/subject by incorporating careers that are most aligned to that area. For example, in math and art, we talk about design, architecture, graphics, animation, etc. In English/language arts and science, we discuss writer, editor, reporter, investigator. In addition, we are working on a college and career day for 2016-2017.

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?

Our site based and district professional development (PD) will consist of a yearly PD plan, that will include 1 PD staff meeting per month, 1 PD grade-level meeting per month, 2 full collaboration days per semester, and district-level PD based on subject. Curriculum leaders in each area will facilitate site-level PD following each district level PD. Our Instructional Reform Facilitator (IRF) will create the schedule in August with the Instructional Leadership Team and principal. The schedule will be a living document to be modified as needs are identified—IRF will manage with principal collaboration/support.

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)

We have received a centrally-funded .5FTE Instructional Reform Facilitator (IRF) for the 2016-2017 academic year. We will budget 4 release days per teacher, 2 per semester for collaboration days. Prop A will also be used for one extended staff meeting every other month, in addition to other PD’s identified and facilitated by our IRF.
"We will build capacity of a team of teachers to effectively facilitate reflective practices during grade level/department meetings through coaching/guidance of principal/IRF. "We will plan an facilitate an ILT retreat in August to draft a PD plan for the year. "We will include staff in PD on inclusive practices and PBIS. "Plan and facilitate a year long PD sequence around the Comprehensive Approach to Literacy and the Math Common Core Curriculum. "Focus on Tier 1 academic support and strategies to support differentiation and targeted instruction. This includes providing teachers with support around Guided Reading and over all implementation of Balanced Literacy and Reader's Workshop. "Supporting At-Risk students with Leveled Literacy Intervention reading curriculum after Fountas and Pinnell assessments.

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 (RT12) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIs). 

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<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>Our students with disabilities show a high level of truancy, second only to socio-economically disadvantaged WH students.</td>
<td>Increase the attendance of AA/SpEd and EL/SpEd students.</td>
<td>Attendance will be addressed and plans created with parents at IEP meetings, and monthly updates.</td>
</tr>
<tr>
<td>Student Engagement/Attendance</td>
<td>Our socio-economically disadvantaged WH students experience truancy more than any other population, followed by our AA students.</td>
<td>Increase the attendance of our AA, EL, and WH students who are socio-economically disadvantaged.</td>
<td>Our Elementary Advisor and LSP will work/plan directly with families of students who are displaying large amounts of absenteeism. We will create individual, classroom, and school-wide attendance incentives.</td>
</tr>
<tr>
<td>School Climate</td>
<td>Our school is a peaceful place, with few instances of behavior that require office referrals.</td>
<td>Increase the implementation of PBIS, RTI in our school for all students.</td>
<td>We will continue toward full PBIS and RTI implementation—including school-wide assemblies, teacher PD, PBIS/RTI Committee meetings and further PD with our PBIS/RTI Coach, specifically around tier 2 and 3.</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-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td>We will aim to increase the attendance/participation at our PTO/SSC/ELAC functions and meetings by 25%. This will include participation from our special and focal populations.</td>
<td>Strategically utilizing our community relations specialist to continue to engage families, disseminate information, deepening a community schools approach. The community relations specialist (currently the principal and PTO president) will collaborate with our Elementary Advisor and LSP, utilizing their relationships to increase participation and interest. We will also continue to reach out individually, which has been effective with our community.</td>
</tr>
</tbody>
</table>

Garfield is working diligently to meet all parent communities. We have a fully functioning Parent Teacher Organization (PTO), School Site Council (SSC) and English Learner Advisor Council (ELAC). All communications are sent out in both English and Cantonese. We need to further reach our Latino and African American Families, while small in number, they are an integral part of our school community.
### 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:** 1,850

These funds will be utilized toward the purchase of classroom supplies for Special Education students and curriculum/teacher materials for Special Education teachers.

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:** 30,465

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

These funds will be utilized to fund .2FTE of a 1.0FTE Biliteracy Teacher as well as .2FTE of our Technology Assistant who assists EL students with our technology curriculum. .2FTE, Teacher=$18,985.51 .2FTE, Para=$10,359.22

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:** 30,465

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

These funds will be utilized to fund .2FTE of a 1.0FTE Biliteracy Teacher and extended calendar for our Elementary Advisor. .2FTE, Teacher=$18,985.51 .2FTE, Para=$10,359.22

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:** 15,000

**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?**

These funds will be used to fund .2FTE of our Technology Assistant and extended calendar for our Elementary Advisor. .2FTE, Para=$10,359.22

Extended Calendar, R40=$4640.78 Technology teacher will utilize extended calendar hours to provide supplemental support to focal and struggling students. This includes providing one to one support using programs such as Sum Dog and Reading Inventory management. The Elementary Advisor will utilize extended calendar hours to support students who struggle with attendance and social emotional learning. The role is designated to connect with students and families who need additional support or access to resources. Responsibilities include check in and check out with students.

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

#### Targeted Instruction Improvement Grant (TIIBG) 07940

**Allocation:** 75,600

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

This will be used to fund .75FTE Class Size Reduction Teacher and Teacher Release Days for professional development and collaboration. .75FTE, Teacher=$71,195.66 Teacher Release (Substitute Days) Days=$4404.35

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.

**Title I**

| 35,656 | 31500 |

*How do you plan to use these funds?*

This will be used to fund our .5FTE Elementary Advisor and extended calendar for our Technology Assistant. .5FTE, Elementary Advisor=$30,606.96

Extended Calendar, Technology Assistant=$4692.04

1% Parent Set Aside=$357

Technology teacher will utilize extended calendar hours to provide supplemental support to focal and struggling students. This includes providing one to one support using programs such as Sum Dog and Reading Inventory management. The Elementary Advisor will utilize extended calendar hours to support students who struggle with attendance and social emotional learning. The role is designated to connect with students and families who need additional support or access to resources. Responsibilities include check in and check out with students.

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: 357**

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.
These funds will be utilized for parent outreach, including translation services, publications, and meeting supplies. In addition we will utilize these funds toward materials necessary for our SFUSD Enrollment Fair. Title I School Level Parental Involvement Policy Garfield Elementary School Statement of Purpose: Garfield Elementary School values the collaborative relationship between home, community, and school. The involvement of parents and community members is an essential component of developing high-achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Garfield Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision making and volunteer activities, we encourage active participation by: * Holding an annual meeting to inform parents of how to volunteer and get involved with their child's school at our Back To School Night each Fall. * Holding an annual meeting to inform parents of school wide program requirements and their rights which occurs at our Community Meeting each spring. * Offering a flexible number of meetings* BSP/SSP review process school wide with translated tool to get and record parent feedback about how Garfield is doing and the direction it is going. Multilingual feedback is encouraged. Information is synthesized and reviewed by SSC/ELAC. Garfield Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, twice a year Community Meetings, monthly English Language Advisory Committee (ELAC) meetings, and monthly Parent Teacher Organization (PTO) meetings. Parents are welcome to schedule an appointment with teachers and/or principal at any time throughout the year. Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy. The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings. Providing parents of Title I students with timely information about school programs, including academic information regarding curriculum and assessment, through:* Back to School Night *School Site Council meetings *Parent Handbook sent home annually (Fall of each school year)* Parent conferences; families are also welcome to schedule appointments with teachers and/or principal at any time during the school year* Weekly school newsletter The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA. School-Student-Parent Compact Garfield Elementary School has jointly developed with and distributed to parents a school-student-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school, student, parent compact is included in the Back to School packet each Fall. Building Capacity for Involvement Garfield Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:* Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.* Data reviews and monitoring of student achievement is reviewed by School Site Council. These meetings are open to all parents, staff and community members and are accessible.* Parents receive student CST scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student’s progress during Back To School Night presentations and parent conferences* School Site Council and School Social Worker coordinate parent workshops to understand academic program and how parents can work as partners in monitoring student progress* Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.* Weekly bilingual newsletters include regular school meetings with upcoming dates, time, and location and volunteer opportunities both in the classroom and at the school in general. Garfield Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Adopted by Garfield Elementary School’s School Site Council on March 21, 2012 and reviewed on September 24,2012SCHOOL-HOME STUDENT LEARNING COMPACT PARTNERS IN LEARNING We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to our student’s progress in school, we are going to do our best to promote his/her achievement. As a student I pledge to:* Come to school on time everyday.* Work as hard as I can on my school assignments.* Discuss with my parents what I am learning in school.* Follow the Code of Student Conduct. (See SFUSD STUDENT Handbook)* Ask my teacher questions when I don’t understand something.* Go to my public or school library at least once a week.* Limit my TV watching and read books instead.* Show respect and courtesy to all adults in the school.* Respect the rights of others to learn without distraction and disruption.* Show respect for people and property by not using profanity, stealing, or vandalizing. Date __________Student’s Signature As a parent I pledge to:* Ensure that my child arrives at school on time everyday.* Provide a quiet study time at home and encourage good study habits.* Talk with my child about his/her school activities.* Reinforce the Code of Student Conduct.* Find out how my child is progressing by attending conferences, looking at school work, or calling the school.* Encourage my child to read by reading to him/her and by reading myself.* Limit my child’s TV viewing and help select worthwhile programs.* Provide adequate food and rest so my child is ready to learn. Date __________Parent/Guardian’s Signature As a teacher I pledge to:* Provide motivating and interesting learning experiences in my classroom.* Explain my expectations, instructional goals and grading system to students and parents.* Explain the Code of Student Conduct to the students and his/her parents.* Communicate weekly with parents to ensure the best possible education for my students.* Find out what techniques and materials work best for the students.* Guide students in their choice of TV programs, and reading materials.* Supply clear and timely evaluations of student progress and achievement to both students and parents. Date __________Teacher’s Signature As a principal/administrator I pledge to:* Create a welcoming environment for students and parents.* Communicate to students and parents the school’s mission and goals.* Ensure a safe and orderly learning environment.* Reinforce the partnership between parent, student, and staff.* Act as the instructional leader by supporting teachers in their classrooms.* Provide appropriate in-services and training for staff and parents. Date __________Principal/Administrator’s Signature Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/30/2014

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?

Date your school’s Parent Involvement Policy was reviewed by your School Site Council: 3/17/2016
Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Equity Grant** (as applicable 16-17)
Identify Sub-group & specific actions

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

**QEIA Carryover**
How do you plan to use these funds?

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

**Other (PTA, external sources, School Quality Pairing/CoP work)**
How do you plan to use these funds to support your school-wide actions?

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic Rtl Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Our teachers will continue the implementation of the Reader's/Writer's Workshop model of the Comprehensive Approach to Literacy. The IRF will be instrumental in PD, coaching, and management of this goal. Our LSP will work with the Elementary Advisor to build student relationships, and through these relationships, increase attendance of our focal students. Attendance is our single largest road block to achievement for our focal students.
### SECTION V: Recommendations and Assurances

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

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

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<td>The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.</td>
<td></td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>☑ English Learner Advisory Committee (ELAC)</td>
<td></td>
</tr>
<tr>
<td>☑ Community Advisory Committee for Special Education Programs</td>
<td></td>
</tr>
<tr>
<td>☐ Other (list)</td>
<td></td>
</tr>
<tr>
<td>The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.</td>
<td>2/20/2016</td>
</tr>
<tr>
<td>This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.</td>
<td></td>
</tr>
<tr>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td></td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td></td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
<td></td>
</tr>
<tr>
<td>The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/20/2016</td>
<td></td>
</tr>
<tr>
<td>For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.</td>
<td></td>
</tr>
<tr>
<td>Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.</td>
<td></td>
</tr>
<tr>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td></td>
</tr>
<tr>
<td>This school plan was adopted by the SSC on: 3/25/2016</td>
<td></td>
</tr>
</tbody>
</table>
### School Site Council Roster and BSC/SPSA 2016-2017 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen MacKellar</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Veronica Lee Carrano</td>
<td>Staff/Teacher/UESF Representative</td>
<td></td>
</tr>
<tr>
<td>Jen Sethasang</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Lori Coleman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Bridget O'Keeffe</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Robert Shaeffer - Adams</td>
<td>Staff</td>
<td></td>
</tr>
</tbody>
</table>