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

<table>
<thead>
<tr>
<th>School</th>
<th>Garfield Elementary School</th>
</tr>
</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. Our school strength is that we support the social emotional needs of our students as well as provide rigorous academic instruction. A challenge we face at Garfield is our fluctuating student enrollment. 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 225 students in a General Education - English + Pathway, a Cantonese Dual Language 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. Technology is integrated into our instruction through the use of smart software programs such as MyOn, Raz Kids and Sum Dog accessible through our school computer lab, chromebook carts and ipad cart. 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 School Social Worker and Principal meet monthly to support students and their families.
### 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 Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

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

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>The School Data Profile section has been added</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<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>
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</table>

| The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression. | 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 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.) |

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 documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/ Single Plan for School Achievement
2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- SSC Bylaws

- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TII), Title I and any centrally-managed FTE or resource allocations will support

- All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy* (PIP) and *Home-School Compact* in their upload package
# SECTION II: School Data Profile

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

Follow this [link](https://district.sfusd.edu/dept/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

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

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

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
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</table>

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- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

## NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Our performance goal is that we improve our ELA total school proficiency rates in ELA SBAC by 10%. The goal is for our students F and P data in grades K-2 is to show that students are starting the 2017-2018 school year reading at grade level or close to their level of proficiency that the students left at the end of the school year 2016-2017. Our target for 2016 ELA SBAC remains the same and that at least 50% of our students from grades 3-5 will meet or exceed standard. Our target on the SBAC ELA in 2017-2018 is to increase 10% of ELS who meet or exceed standard. Our F&amp;P target for 2017 (Window 2) remains the same, increasing student reading proficiency by 10%. We will use Window 1 assessment results as the baseline.</td>
<td>Garfield is committed to the following instructional shifts to help achieve these goals: Continued implementation of Comprehensive Approach to Literacy with a focus on Reader’s Workshop. Expand work/reflection on Interactive Read Aloud, Mini-Lesson, and Literacy Environments Increase number of RW proficient teachers Increase knowledge of Comprehensive Approach to Literacy strategies More opportunities for teachers and staff to look at student work, reflect on data, and use data to inform instruction more consistently. Teachers will receive Professional Development from our Literacy Specialist (increase from 0.5 to 0.7 FTE) on Comprehensive Approach to Literacy.</td>
</tr>
</tbody>
</table>

**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>
<tbody>
<tr>
<td>There will be 10% positive growth on all ELA assessments for students identified for academic Tier Two interventions. Our performance goals are the following: to continue to improve performance on the F &amp; P and RI for students that are not at benchmark.</td>
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</tr>
</tbody>
</table>
We use F & P data to determine which students need Tier Two interventions for literacy. Students that are Not Yet Meeting Benchmark on the F & P Reading Assessment will be referred to Care Team for an SST to get reading intervention support. If the student has an IEP then the student will get reading support through RSP. The remainder of the students will get pull out push in with the Literacy Specialist in small group. Our upper grade teachers (3-5) use the RI to determine students’ reading levels. Once the assessment shows us which students are below basic, students will take F and P so teachers can better understand the reading needs of their students. Our English learners and students with disabilities are performing below the average for all Garfield students based on RI, F&P, SBAC, and Writing task assessments although those students groups scored above their district averages on SBAC and RI assessments.

Teachers will meet monthly to analyze student work samples from students identified as needing tier two academic interventions. Our literacy specialist will provide targeted small group instruction using LLI K-2 Classroom teachers will use LLI and guided reading to provide small group instruction. We will implement the following interventions to ensure students meet mastery. Increase in Literacy Specialist from 0.5 to 0.7 FTE to support Comprehensive Approach to Literacy to all grades. Use research-based intervention systems such as LLI Use guided reading/ small group instruction on a more frequent basis. Use data to plan instruction Upper grade teachers will be trained in F and P, and use F and P assessments to get more information on students reading at Basic and Below Basic.

**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>
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</thead>
</table>

The largest focal group is our English Learners. According to the 2015-16 SBAC ELA results, 27% of grades 3-5th ELs met or exceeded standard, which is XX lower compared to all grades 3-5 students who participated in SBAC. This is considerably lower than the 14-15 SBAC where our ELs scored 45% meets or exceeds standard. 48% of our ELs from grades K-5 scored proficient in F&P window 2, which is 11% lower compared to all students. F&P W1-W2 growth Kindergarten: 6% - 30% proficient or exceeds First Grade: 47% - 58% proficient or exceeds Second Grade: 50% - 58% proficient or exceeds ELs F&P W1-W2: 31% - 46% proficient or exceeds ELs RI W1/W2: 18% - 22% proficient or exceeds

Our SBAC performance target is for 31% (46%) including students who will be reclassified to FEP of our ELs to perform at standard or above on the 2016 ELA SBAC. Our performance goal is for 55% of our ELs from grades K-5 to score at proficient by F&P window 3

In order to ensure all students reach mastery, it is important to maintain both our Tier 1 and 2 strategies: Tier 1: Implement 30 minutes of designated ELD instruction in students’ targeted proficiency levels and teach language functions and forms that align with core curriculum goals; will implement Integrated ELD / SDAIE strategies to help ELs access core standards and content in all subject areas. • Academic Language Support – incorporate student talk strategies (8 student talk moves) • Leverage Readers’ workshop as effective instructional strategies to design differentiated learning experiences based on common core standards and student need at the Tier 1 level. This includes: 1. Mini-lesson - Skill based 2. Anchor Charts - Room is curated by/for students. Charts used to promote independence 3. Text - Book boxes at independent levels; Books organized in genres and topics 4. F&P Reading Assessment 5. Writing on Demand • Leverage small group instruction such as guided reading to provide targeted support for students who are working below grade level. • Using students’ individual assets and their cultural norms and values to plan and design learning activities that are consonant with their learning approaches – culturally responsive.

**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>
</table>

Based on 2015-16 Smarter Balanced Assessment data, 53.7% of students were proficient in math which was slightly higher than the district average of 50.5%

Our goal for the 2017-18 school year is to have 65% of students proficient or above in Math based on SBAC and Math task and benchmark assessment data.

WASC Ch.5
Teachers will continue to implement the SFUSD Core Curriculum that includes units of study and math tasks. Teachers will collaborate in order to share best practices related to math talks, three read protocol, and group feedback. Teachers will analyze student work samples to identify student needs and to design lessons that support student learning.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the SBAC 41% of our ELs scored proficient in Math which is below the district average of 62%.</td>
<td>Our target is to have 65% of all grades 3-5 ELs meet or exceed standard in the 2016-17 SBAC Math Assessment.</td>
<td>To ensure that all students meet mastery, we will implement the following interventions: Math Common Core instruction in class everyday Focus on Academic Language, Group Work, and Math Talks Teachers Leaders lead our staff in Common Core math Professional Development Use small group instruction on a more frequent basis Use data to plan instruction</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the SBAC 41% of our ELs scored proficient in Math which is below the district average of 62%.</td>
<td>Our targets/performance goals are the following: To improve math performance for our ELs on the SBAC by 5% Interim district assessments in Math specifically in grades 3-5 will have less of a discrepancy with the Math Task scores.</td>
<td>To ensure that all students meet mastery, we will implement the following interventions: Math Common Core instruction in class everyday Focus on Academic and Oral Language during ELD time RSP intervention Use Grade Level Teams for teachers and staff to look at student work, reflect on data, and use data to inform instruction more consistently Use Grade Level Teams for teachers to collaborate scoring of math task</td>
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**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEIs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. <a href="#">WASC Ch.2</a></td>
<td>In the 2016-17 school year, we hope to see 65% annual growth for our ELs.</td>
<td>Students will be grouped by proficiency levels for designated ELD. Teachers will include strategies for supporting ELs on lesson plans and will discuss these strategies during monthly grade level meetings. The literacy specialist and resource teacher will use LLI to provide targeted instruction to ELs in a small group setting.</td>
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**Other Subject Areas (Secondary Schools, optional for Elementary)**

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or</th>
</tr>
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</table>
College and Career Readiness

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

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

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Literacy foundational skills are a strong indicator for college and career readiness. According to our middle of the year analysis (F&amp;P), 58% of our current 1st graders met or exceeded benchmark; 74% of our current 2nd graders met or exceeded benchmark. During our mid-year analysis, 53% of our Kindergarteners are meeting or exceeding benchmark; 58% of our 1st graders are meeting or exceeding benchmark; and 74% of our 2nd graders are meeting or exceeding benchmark.</td>
<td>Our goal is to continue to expand opportunities to engage our students to career pathways, bicultural experiences as well as to the different ways in which we can make positive contribution as a global citizen of this world.</td>
<td>We need to continue build partnerships and educate our parents to the importance of social and emotional component of their child’s learning. We need to do this through parent workshops as well as engaging them in school wide activities that focus on social emotional learning. The Social Worker will work with parent groups to identify workshop topics to support parents in the area of college and career readiness.</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?

At Garfield, we want to make sure that all our learners are aware of the world beyond elementary school. We undertake a number of different events and use a couple of different programs to promote college and career readiness. We have worked hard this year to increase the number of our families participating in the Kindergarten to College Savings Program. We utilize google classroom in grades 3rd through 5th to prepare students for digital citizenship and literacy.

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?

Faculty meetings will continue to be 1 business meeting per month (30 mins) and 1 Professional Development per month (70 mins). Our PD faculty meetings will alternate between Comprehensive Approach to Literacy, Math, Science and ELD led by our Teacher leader teams and department TSAs. Our teachers meet four times per month in grade level teams and the ILT representative leads the grade level teams in discussions and actions in data, Literacy, Math, or SEL. Our ILT and Sped Teams will continue to meet once a month.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
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<tbody>
<tr>
<td>1. Union contract provides time for two staff meetings per month. 2. Union contract provides time for up to 6 additional hours of site-based meetings. 3. Literacy Specialist is funded .5 from WSF General Unrestricted Funds. 4. Literacy Specialist is funded from SCG-EL Funds. 5. WSF General Unrestricted Funds will provide all teachers a minimum of 2 release days per school year.</td>
<td></td>
</tr>
</tbody>
</table>
* Plan and facilitate a year-long PD sequence around Comprehensive Approach to Literacy, Mathematics, English Language Development and Social Emotional Learning * Structure and expand time for grade level teams to meet for collaborative learning and reflective practice - analyzing student work and planning for next steps * In the Spring, plan and facilitate an ILT learning walk to identify success and need and determine school wide focus for the 2017-18 academic year * Engage Staff in PD on Comprehensive Approach to Literacy, ELD, and Mathematics * Collaborate with Site Literacy Specialist and develop 2 week coaching cycles with teachers further their capacity in workshop work * Calendar 2 planning days that align with the district’s spirals to analyze student data and develop unit plans * Collaborate with Mathematic Content Specialist and teach Signature Strategies

### Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
</tr>
<tr>
<td>Students with disabilities at Garfield are scoring below the school averages in all areas including reading, math, and attendance based on data from SBAC, RI, F&amp;P, and district interim assessments.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
</tr>
<tr>
<td>Suspension rate last year 0. We continue to implement Restorative Practices in lieu of suspension. We are working on a school-wide referral discipline system to consistently track students sent out of class and to the office. We'll continue to have staff supervise recesses and lunchtime to support positive behaviors and support students to solve conflicts safely.</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

| Narrative describing Parent-School-Community culture | Targets | Strategies & Impact
| Who you are reaching/missing (And how you know...) | What is the strategy & how will you know you were successful? |

At Garfield, we have made progress in improving parent participation and involvement across our community. Parent involvement with our Chinese community continues to improve. We have increased communication between school and families by sending out translated weekly Dragon News newsletters by the Principal along with classrooms newsletters. We’ve experienced an increase parent participation by holding monthly principal chats, English Language Advisory Council Meetings, and School Site Council Meetings.

We will continue to recruit our Chinese families to participate more in school-wide events. We hope to have a strong representation of this community on our PTO board and SSC.

Our strategy is to continue to have all documents translated. We will have translation at our school events and meetings. We are working to improve our electronic communications to our community so there is more access to our families. Our success will be determined by attendance at meetings and events.
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 = $2,150

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 = $25,932

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 25 FTE of our Technology Assistant who assists EL students with our technology curriculum including accessing a variety of programs: SumDog, MyOn, BrainPop, iChinese Reader, etc. The Technology Assistant will also support ELs in accessing Interim District Assessments and Smarter Balanced Assessments.

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 = $27,000

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

These funds will be utilized to fund 25 FTE of our Technology Assistant who assists EL students with our technology curriculum including accessing a variety of programs: SumDog, MyOn, BrainPop, iChinese Reader, etc. The Technology Assistant will also support ELs in accessing Interim District Assessments and Smarter Balanced Assessments.

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

These funds will be utilized to fund .5 FTE of our Literacy Coach will support teachers with implementation of Reader's and Writer's workshop including Guided Reading.

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>$42,132 (31,500)</th>
</tr>
</thead>
</table>

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

These funds will be utilized to fund supplemental instructional materials and primary language materials including but not limited to substitute teachers toward teacher planning days. The remaining funds will be set aside to purchase new technology and peripherals and other supplies that support our underserved 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 = $421**

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 PolicyGarfield Elementary School Statement of Purpose: Garfield Elementary School values the collaboration 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. 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.

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 3/21/2017

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

### Impact & Innovation Awards = ________________

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

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

**Principal’s Innovation Fund = ________________ [For Middle Schools and PK-8 Schools as applicable]**

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

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

**Equity Grant = ________________ (as applicable 16-17)**

**Identify Sub-group & specific actions**

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

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

**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>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wellness Coordinator: CHOW: Elementary Advisor: T10:

IRF:  
Literacy Coach: Academic RtI Facilitator: Hard To Staff:

.5

Other: Other: Other: Other:

Two to three high leverage strategies that will be accomplished:
### 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>Assurances</th>
<th>Details</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>☑</td>
<td>English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>☐</td>
<td>Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>☐</td>
<td>Other (list)</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></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 24, 2017.</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: 9/27/2017</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: 9/27/2017</td>
<td></td>
</tr>
</tbody>
</table>
## School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer D Sethasang</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Veronica Carrano</td>
<td>Certificated Teacher</td>
<td></td>
</tr>
<tr>
<td>Madeleine De Young</td>
<td>Certificated Teacher</td>
<td></td>
</tr>
<tr>
<td>Nancy Oteo</td>
<td>other staff member</td>
<td></td>
</tr>
<tr>
<td>Karen Maruoka</td>
<td>Certificated Teacher</td>
<td></td>
</tr>
<tr>
<td>Karen Mackellar</td>
<td>Parent</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>Michael Balsam</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Amanda Tso</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>