San Francisco Unified School District

2012-2013
Balanced Score Card/
Single Plan for Student Achievement

School
Garfield Elementary School

Principal
Ana H de Arce

School Vision
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.
Section I: Overview and Key Requirements

Overview

In order to plan for the 2012-2013 school year, all San Francisco public schools will use the Balanced Score Card/Single Plan for Student Achievement (BSC/SPSA) to guide their planning and improvement conversations. These revisions are intended to support schools to use student learning data more deeply; to reflect on the success and challenges they experienced during the 2011-2012 year; and to build with increased specificity on their efforts to realize the district’s strategic goals of access and equity, achievement, and accountability.

In the 2011-2012 school year, additional revisions to the BSC/SPSA template were made to ensure that the plan satisfies California Education Code § 64001, which establishes requirements related to school plans for categorical programs; Single Plans for Pupil Achievement or Single Plan for Student Achievement; submission of plans; and funding requirements. These requirements include:

- **a) School Site Council**
  That school districts shall assure, in the consolidated application, that the Single Plan for Student Achievement has been prepared in accordance with law, and that the School Site Council has developed and approved a plan.

- **b) Compliance Reviews**
  That onsite school and district compliance reviews of categorical programs - and their appropriate expenditures - shall continue, and school plans shall be required and reviewed as part of these onsite visits.

- **c) Reviews for Complaints**
  That the department may require submission of the school plan for any school that is the specific subject of a complaint involving any categorical program or services.

- **d) Academic Measures**
  That the content of a Single Plan for Student Achievement shall be aligned with goals for improving student achievement. School goals shall be based upon an analysis of verifiable state data (California Standards Test), including the Academic Performance Index (API). The plan shall also identify the schools’ means of evaluating progress toward accomplishing those goals.

- **e) Annual Review**
  That the plan required by this section shall be reviewed annually and updated by the School Site Council (SSC). The plans shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students.

The 2012-2013 BSC/SPSA also incorporates your School Site Council roster, SSC signature and assurances page, and Title I Parent Involvement Policy into the body of this document. This information has previously been collected separately. Please note that ELAC and SAC rosters will be collected in January, 2013, at the same time that schools submit their annual revisions to the Lau Protocol.

Key Requirements

To satisfy key requirements of the Balanced Score Card/Single Plan for Student Achievement, please be sure that all of the items described below are complete and accurate.

2012-2013 School Site Council rosters and signatures, and 2012-2013 Advisory Council rosters, must be
1. Goals

   ✔ All 2012-2013 District Strategic Priorities are reflected and School Initiatives are described completely in the SharePoint BSC/SPSA template and, as necessary, are revised in the fall in keeping with CST data and final budget allocations.

2. School Site Council

   ✔ SSC Roster

   ✔ SSC Signatures keeping (Please print the final 2 pages of your BSC for signatures, and send the signed hard copy to the LEAD office)

3. Budget

   ✔ All 2012-2013 Title I funds are accounted for in the BSC/SPSA

   ✔ All 2012-2013 EIA (LEP & SCE) funds are accounted for in the BSC/SPSA

4. Title I Parent Involvement Policy

   ✔ All Title I schools have an SSC-approved Parent Involvement policy

   ✔ All Title I schools have cut-and-pasted their SSC-approved Parent Involvement policy into this BSC.
Section II: Fall Data Review

Fall Data Analysis Conference with Research, Planning, and Accountability

Because summative data and final budget allocations are not available in the Spring, Section II is to be completed during your Data Conference in the Fall of 2012, and at any subsequent meetings of your School Site Council, Instructional Leadership Team, or other school teams.

What results did our 2011-2012 efforts produce? What are the implications of these results for revising this 2012-2013 year’s BSC/SPSA? What are the specific targets for your school in each of these areas?

a. School-Wide Analysis

Achievement (Assessment Results)
ELA at or above proficient: 68% which is up 15%; Math at or above proficient: 83% which is up 3%.

Growth (Assessment Results)
Movement from 53% at or above proficient to 68% in ELA. Movement from 80% to 83% at or above proficient in Math. While growth was made, it was not sufficient to meet the new AYP target of 78.4% in ELA, but we did make the AYP of 79% in Mathematics. Our targeted populations are our English Language Learners, Asians, and our Socioeconomically Disadvantaged Youth

Behavioral Indicators (e.g. suspension, expulsion, grades, and attendance data)
Suspensions and expulsions remain at 0; Attendance is overall at 99.3% which is down by .2% from 2010-2011sy.

Climate Indicators (Satisfaction Surveys)
Students enjoy being at Garfield and 97.2% of all families strongly agree or agree that they love their child's school.

b. Achievement Gap Analysis

Focal Groups (e.g. ethnicity, gender, language proficiency level, grade-level)
Our targeted populations are our English Language Learners, Asians, and our Socioeconomically Disadvantaged Youth. With our greatest need in the GE 3rd grade that has 50% below proficient and 4th grade (only 1 classroom) that has 44%
Section III: District Strategic Priorities

In 2012-2013 the district's top priority for strategic plan implementation is providing a strong instructional core to all students. This priority involves the SFUSD Core Curriculum, English Language Development, and service delivery to students with disabilities. Each of these three areas reinforces one another to provide a rigorous curriculum within schools. The district has articulated school-level actions that will drive these priorities within schools; we ask that you reflect on these areas as you address the district priorities below.

How will you address the school-level action areas, identified by the district for 2012-2013?

1. SFUSD Core Curriculum
   School-Level Action Areas 2012-2013:
   - Common Learning Assessments (CLA's) and Blueprints
   - Fountas & Pinnell Benchmark Reading Assessment, K-1
   - Introduction of the Common Core State Standards
   - Teacher Research & Development Groups (ELA)
   - Participate in Algebra "Cohort" or “Study of the Standards” participation (Math)

   a. Analysis of Current Status

   Reflect on your school’s current status related to SFUSD’s Core Curriculum (CLAs and Blueprints, Assessment and Collaboration Calendar, Intervention), including any barriers you may have faced during the 2011-2012 school year.

   Common Core in ELA has begun it's roll out this year. While we have been using the new supplemental curriculum Treasures we continue to focus on our English Language Learners; Garfield teachers continue to use the CLAs and are fully implementing the formative assessment. Formative Assessments in ELA and Math are from adopted curriculum and K-1 and all teachers who were on site K-5 were trained in Fountas and Pinnell with the goal of having all K-5 teachers trained in F&P. Data Director has been used with fidelity in 2-5, more difficultly in K and 1; especially in K since there are limited assessments. Data is being used for focal student discussion, held once per trimester during data conferences; teachers are keenly aware of “testing over kill” and grade levels have established a testing calendar; end of the year portfolios are being developed to show student progress that will follow a student throughout Garfield and will include ELD goals.

   b. Next Steps Towards Implementation

   What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?

   During the 2012-2013 school year, as materials become available, we will continue to take the opportunity to interact around the Instruction and Intervention sections of the Core Curriculum Framework. Also in the 2012-2013 school year, teachers will continue to work with the new California Common Core Standards. We will frame our discussion around the guiding questions: What are students learning? How do they learn best? How do we know they have learned? What will we do when they haven’t learned? The Assessment and Collaboration Calendar will be a living document and modified and adjusted so that it continues to promote student focused collaboration. Will continue to have classroom SSTs and referrals to CARE (SAP) team to support academic (and social/emotional goals). Site funds will be leveraged to support focal students and provide professional development opportunities for staff to support our Targeted groups. Additionally we will be looking to collaborate with the District to expand our Excel after school program to get more of our students involved to give them additional supports.

2. English Language Development
School-Level Focus Areas 2012-2013:

- At least 30 minutes per day for all EL students by proficiency level
  - Essentials of ELD
  - Language Objectives
  - Differentiated Language Instruction, which includes
    - Vocabulary development
    - Language structures
    - Sentence frames
    - Structured Language Practice

Possible Next Steps Towards Implementation for the English Language Development initiative may include:
- reviewing CELDT and other language development assessment data (e.g., ADEPT, IPT, QIA);
- participating in Multilingual Pathways’s professional development related to the Essential Elements of ELD and other EL professional development; engaging teachers in completing and analyzing Section III of the Lau Protocol with a focus on the prevention of Long-Term English Learners; and supporting teachers to implement the MPD ELD sample lessons, English Now! (Mission Zone), Treasures, and English 3D (for middle and high school Long-Term ELs).

a. Analysis of Current Status

Reflect on your school's current status related to English Language Development, including any barriers you may have faced during the 2011-2012 school year.

ELD classification data is examined by both classroom teachers and CARE team at the beginning of every year along with CST achievement data. Groups are flexible in nature, as to provide mobility. ELD is being taught for 30 minutes daily with students leveled by current ELD levels; ELD sample lessons provided by ELSS have been used in all classrooms. Treasures is being used to supplement the ELD curriculum. All teachers have taken the Essential Elements of ELD professional development. Walkthroughs and ECPLCs have been primarily based on ELD instruction and focal students with ELD needs. Section III of Lau Protocol has been tied to CSTPs and teachers look at successful indicators of ELD teaching. Past blended funding has purchased Mimio Bar technology for all classrooms to support with interactive teaching of ELD and use of Grammar Gallery to support upper grade classrooms; Oxford University Press Chinese/English picture dictionaries (1/classroom), thesaurus for grades 3-5 and leveled classroom library books grades 1st- 5th are being used. Grades 2-5 are using Writing work books to give extra support to EL students and students who benefit from ELD instruction. Student Adviser has been working with targeted focal students (CST, CELDT, F&P Levels) to support with language development and comprehension; She is also reaching out to the families to help them support their students. SDC classrooms have reverse mainstreaming to bring in GE students who would benefit smaller class instruction during ELD time. Students with Special Needs are assigned to classrooms (both GE and SDC) base on need or levels with supports as needed.

b. Next Steps Towards Implementation

What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?
After school alignment has begun with attention to students who need extra support in English Language Development. The Lead Teacher with the recommendation of the classroom teacher, CARE Team, based on data is creating a tutoring program that support homework and extra English Language tutoring. Continue to ensure school-wide structures are in place to implement leveled ELD so that all EL students receive daily ELD for a minimum of 30 minutes. Continue to group students in ELD by English proficiency levels based on CELDT scores but to use ELD levels and standards to group Ss (other than K-then 2nd semester) from day one, and use assessment calendar to support site administered assessment results (and teacher judgment) so that all teachers know their students’ proficiency levels are teaching and targeting their instruction to address it. Continue to look and work with ELSS for ELD PD opportunities off and on site-based including additional pre-made lessons (which teachers find helpful); Teachers are looking for more resources both lessons plans, more color flash cards, technology and assessments. Continue to hold grade-level/grade-span teacher meeting/s to evaluate and enhance ELD units. Continue to record formative and unit assessment results for each EL, monitor student progress, and ensure appropriate interventions are in place, if necessary. Work on leveling reading groups based on F&P to deepened and support EL learners access to ELA. Deepen teachers understanding and analysis of Section III of the Lau Protocol. Given that this is one of our Targeted Groups for being in PI status, focal students are currently being identified and the CARE team will work with the classroom teachers to support them in identifying high leverage activities and strategies to support students.

**Educational Service Delivery to Students with Disabilities**

School Level Focus Areas 2012-2013:
- RSP/Inclusion services in all schools and at all levels
- Implement and track Pre-Referral Interventions
- Participate in “Behavioral RtI” cohort, or in “Step by Step to Inclusive Schools” initiative (Elementary and Middle Schools)
- Participate in “Accommodations and Modifications” Trainings (High Schools)

Possible Next Steps Towards Implementation of Educational Service Delivery to Students with Disabilities initiative may include ensuring that teachers are planning and implementing instruction using multi-level instruction, accommodations, and modifications; supporting staff training on Behavioral RtI, inclusive practices or other evidence-based practices that improve outcomes for students with disabilities; or reviewing and refining SST and pre-referral services for students.

a. Analysis of Current Status

Reflect on your school’s current status related to Educational Service Delivery to Students with Disabilities, including any barriers you may have faced during the 2011-2012 school year.

For 2011-2012 school-year as a school we continue to do high levels of main-streaming, reverse mainstreaming and integration. Students who are regularly assigned to SDC classrooms receive instruction in both GENED and SPED classrooms with students who are identified with SPED needs and GENED. Students have also been integrated across curricular areas in grade levels especially in ELD, ELA, Science, Social Studies, Health, and PE. This has been monitored carefully to ensure that the needs of all students are being met. This year we continue to examine and identify- student assets and how to leverage these to make students successful. Faculty has identified the desire for more PD around inclusion and the issue that in the upper grades the class sizes are very large (35+) and that they feel that they are not as successful in mainstreaming Ss as much as they want to.

b. Next Steps Towards Implementation

What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?
Continue mainstreaming; seek supports for helping upper grade teachers in mainstreaming Ss given the large class size; continue to look for opportunities in early Intervention to support all students; look for resources and supports on how to better collaborate or team teach across all subjects for all students to be successful. Continue to examine and identify student as focal students to look for their assets and how to leverage these to make students successful. Continue to work on grade-level integration so that students can still benefit from strategy and continue to also look at data for efficacy.
Section IV: School Initiatives: Realizing the District’s Goals

In addition to the work you have described in “Section III: District Strategic Priorities”, which aligns to the district’s implementation of its Strategic Plan, describe your highest school priorities in support of the district’s strategic goals of Access and Equity, Student Achievement, and Accountability.

Goal One: Equity and Access – Making Social Justice a Reality

We will ensure that every student has access to quality teaching and learning regardless of background, neighborhood and income level

In order to realize this goal within your school site, we ask that you focus on the achievement gap(s) that may have been identified at your school, based first on past data, and then on data from your Fall 2012 Data Conference with Research, Planning, and Accountability.

1. Achievement Gap Analysis

IN THE SPRING: Based on the data available to you in the Spring of 2012, describe whatever achievement gap exists in your school. Reflect on what strategies you have used in the past that have been effective – or that have not been effective.

The expectation of high academic standards is firmly rooted in our beliefs, and we have worked to bring our 13 students scoring at far below basic and below basic to basic or above in English Language Art and 16 identified students in math. We have to work harder to get the 30 students who are at basic in ELA and 14 in math to score above basic in these areas. Longitudinally our AA Ss went up by 8.3% in math but did not make growth in ELA. Our ELs went down logitutally in math by 13.9% and 29.7% in ELA with the biggest drop in reading comprehension. Teachers report that EL Ss are decoding but not reading for comprehension. Our SED students made 11.1 % increase in math and 14.3 in ELA versus the non SED students who made 10.9% growth in math and decreased by 17.4% in ELA. Our ON students went down in both areas of ELA and math while other ethnicities either stayed the same or made growth. For the 2011-2012 sy, Garfield has worked diligently to continue to appropriately implement ELD to address the needs of our both our English Language Learners and our English Only students with similar proficiency levels. ECPLCs were organized around focal students to keep their learning in the forefront. We did not have access to additional staff but through integration and mainstreaming, looked to see if students could get additional supports. Using programs like Stanfords EPGY to help support student learning in ELA and math and getting K-2 teachers trained in F&P.

IN THE FALL: Based on data available to you after your Fall Data Conference with Research, Planning, and Accountability, revise this description.

Looking at our targeted groups we have 17 students scoring at Basic and 4 students scoring at Below Basic in English Language Arts who meet 3 of the targeted area (that is they are Asian, English Language Learners and are Socioeconomically disadvantaged). In math we have 4 students scoring at Basic who are meeting at the three criteria. Through targeted intervention and professional development, we are working on supporting these students in addition to bringing best practices that will support all Garfield students. With support of our community we will be having a computer lab and will look at how to continue to leverage programs like EPGY with all of our students. Continue high levels of collaboration with CARE team to work on per-intervention strategies.

2. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to address the achievement gap, and how you will measure your progress related to these priorities.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Address the Achievement Gap</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be impacted?</td>
<td>What actions will you take?</td>
<td></td>
</tr>
<tr>
<td>English Language Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Integration of technology, focus on 30-min ELD and sdaie strategies in other curricular areas; focus on vocabulary development and oral language fluency; look at F&P to level Ss into reading groups. Utilize tutors from Art Institute to give extra support and work with After School program for additional tutoring.

| Students who are performing at Basic and Below Basic in the CST-ELA | Identification of focal students in this area; integration of technology, leveled classroom books, support in writing, grammar, and oral language; project based learning | CST- Movement- # or % Positive Change |
| Socioeconomically Disadvantaged Youth | Work with classroom teacher and CARE team to identify high leverage activities to support learning. Look at increasing participation in in-school tutoring and after school program. | CST- Movement- # or % Positive Change |

*Other Measurable Outcome*

Movement and positive change as evidenced through the use of formative assessments (esp. CLA and F&P)
**Goal Two: Achievement – Engage High Achieving and Joyful Learners:**

*We will ensure that every student graduates from high school ready for college and/or career with the tools necessary to succeed.*

This section focuses on the school-wide priorities in support of this goal that have been identified at your school, based first on past data, and then on data from your Fall 2012 Data Conference with Research, Planning, and Accountability.

**a. School-Wide Analysis**

**IN THE SPRING:** Based on the data available to you in the Spring of 2012, describe your school-wide priorities. Reflect on what strategies you have used in the past that have been effective – or that have not been effective.

Garfield is a joyful school where teachers are deeply committed to students learning. Teachers differentiate teach the core curricular lessons using visual, auditory, oral, and kinesthetic strategies to meet current needs of their students. Teachers are always looking for ways to make learning engaging and relevant to students’ lives and interests; e.g., integrating technology into our instruction, incorporate technology into the classrooms. Our plan is to continue to expand our professional repertoire, so we may better serve our students holistically. Garfield teachers are looking to provide students with more and varied opportunities to demonstrate comprehension and learned skills. Work is being done with after school program to better integrate learning from the school day through the afternoon. Though we currently have Club Days and integration, Garfield is looking to develop more common language through Restorative Practices around our positive school climate and to provide an opportunity for students to build and maintain respectful relationships in and outside of the classroom while engaging students in community building activities.

**IN THE FALL:** Based on data available to you after your Fall Data Conference with Research, Planning, and Accountability, revise this description.

Continue on Restorative practices and pre-intervention strategies. Continue working with our students in maintaining student government and conflict managers (using restorative practices). Work with our after school partners to continue to support students (especially focal students). Work with PTO to bring more family involvement opportunities like Room Parents to help families connect and so that students see that families and school are connected. Continue to build technology to facilitate learning.

**b. Priorities, Strategies, and Measurable Outcomes**

*Describe two priorities, the highest-leverage strategies you have selected to address your school-wide priorities, and how you will measure your progress related to these priorities.*

<table>
<thead>
<tr>
<th>Priority</th>
<th>Who will be impacted?</th>
<th>Strategies to Address Your School-Wide Priorities</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Differentiated instruction will be evident thorough classroom observations, lesson plans, focal student reports and student/parent feedback.</td>
<td>CST- Movement- # or % Positive Change</td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>Increased % of students will strongly agree that they have at least 1 adult to connect with.</td>
<td>Student satisfaction survey</td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>Student satisfaction survey</td>
<td></td>
</tr>
</tbody>
</table>
Provide an opportunity for students to build and maintain respectful relationships in and outside of the classroom. Engage students in community building activities.

Other Measurable Outcome
Goal Three: Accountability – Keeping Our Promises to Students and Families:
In an age of testing, measuring, and mandating, San Francisco Unified School District is calling for relational accountability. While we will continue to lead the country in our use and development of thoughtful metrics, we are equally committed to developing new relationships that put students, families and community at the center and ask us to keep pretense, personal agendas and egos to the side. We are striving for the genuine accountability you feel when you promise someone you love, or care deeply about, that you will do something that is important to her or him.

a. School Definition – How do you interpret and enact this goal at your school site?
Keeping our promises means that we need to frequently communicate with our community (families, teachers, students and the community at large) to be attuned and responsive to their needs. In order to achieve this, we will continue to engage with the community around what it needs to support joyful student learning. BSC surveys to families and teachers showed strong interest in developing a stronger link with the after school program that supported academics—specifically ELs—provided enrichment, and included opportunities to learn foreign languages or cultures. Further more there was a strong desire to not only keep and maintain Club Days but to also create more strategic opportunities for parents to come to the school site (although it is recognized that many parents hold several jobs). Parents continue to want to stay informed about their child’s progress (and want to know how they can support their child at home) and want the Learning Support Professional to continue to stay at Garfield. For the 2012-2013 work with Student Health Services to bring a 0.5 Site Nutrition Coordinator who supports students and families in making healthy food choices.

b. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to realize this goal, and evidence you will collect to demonstrate your progress related to these priorities. Limit each response to one or two sentences.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Achieve Your Accountability Priorities</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students/parents</td>
<td>Maintain Club Days; engage parents by offering early evening performances, events and opportunities to come to Garfield, with LSP support: workshops and give opportunities to participate in schoolwide community committees.</td>
<td>% Increase parental participation in school activities as evident in family satisfaction surveys.</td>
</tr>
<tr>
<td>All students/ parents</td>
<td>Work closely with Excel and Central Office create a robust program that allows for extra space for Focal Students</td>
<td>% increased attendance of Focal Students in After School program</td>
</tr>
<tr>
<td>Garfield Community</td>
<td>Send home more strategic information to keep parents informed about student learning</td>
<td>Family satisfaction surveys</td>
</tr>
<tr>
<td>Parents</td>
<td>Maintain and deepen the Parent Breakfast Club that gets held monthly in Chinese and English to support parenting skills, updates on PTO/SSC/ELAC and SPED topics to help students learn at home and help parents feel connected. Maintain and expand the Food Pantry to include Snack Program.</td>
<td>Increase parental participations in school activities as evident in sign-in logs.</td>
</tr>
</tbody>
</table>
# Section V: Budget

## a. Categorical Expenses

<table>
<thead>
<tr>
<th>Title I Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$52,022</td>
<td>The money will be used, based on student enrollment, to support professional development for staff (minimum $5,202.20); parent workshops (parent support in academic (home to school connection) $520.22), social emotional, and nutrition), translations, Goals 1-3, and instructional supplies ($4,000). SSC/ELAC have identified that the goal is to put in more resources to support student learning. Technology with programs like EPGY and other online/interactive programs to help students. Making sure that students also have access to sufficient books in the classroom and in the Library at their Independent Levels in both fiction and nonfiction will be essential. ($42,299.58) for curriculum, tech and library—with possibly additional 10% going to staff identified PD in ELA/ELD and will be working to blend additional funds to support opening another classroom in after school program that targets Title 1 students).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EIA-LEP Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35,755</td>
<td>The money will be used to partially support 0.25 bilingual student adviser para (.05 total FTE--$14,998); parent workshops, translations, sub days ($12,000), professional development for staff, Goals 1-2 and instructional supplies ($3,824) this year looking at how to expand our Chinese Language literature--$4,933).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EIA-SCE Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIG Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIG Costs</th>
<th>SIG Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>n/a</td>
</tr>
</tbody>
</table>

For Title I schools, describe how you will use at least 1% of your Title I budget to support parent involvement.

<table>
<thead>
<tr>
<th>Parent workshops, community meetings, food/ beverages.</th>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$520.22</td>
</tr>
</tbody>
</table>

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.

Work with SSC/ELAC and PTO to bring parents through various settings, SSC/ELAC, PTO and Parent Breakfast Club to review data, establish goals, and do community outreach to get feedback on Site Plan, BSC and priorities to support student success.

<table>
<thead>
<tr>
<th>Date your school’s Parent Involvement policy was reviewed by your School Site Council</th>
<th>9/24/2012</th>
</tr>
</thead>
</table>

For Title I schools, cut and paste your school’s Parent Involvement Policy into this box.
Garfield 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. 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 school wide program requirements and their rights which occurs at our Back-to-School Night each Fall • Offering a flexible number of meetings * 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 Club (PTC) 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 program, 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 * Monthly school newsletter The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA. Garfield Elementary School engages Title I parents in meaningful interactions with the school. 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 * 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 Learning Support Counselor 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. * Monthly newsletters include upcoming meeting dates, time, and location and include suggestions on how parents can work with their students at home * Meeting topics are listed in the weekly school wide news letter and the school website * The Parent and Community Resource Binder located in the main office includes: o School/Meeting Calendar o Parent/Student Handbook o Volunteer Information Accessibility 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 September 24, 2012. Garfield Elementary School Title 1 Parent-Student-School Compact 2012-2013 School Year SCHOOL-HOME STUDENT LEARNING COMPACT It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. Staff Pledge: I agree to carry out the following responsibilities to the best of my ability: • Teach classes through interesting and challenging lessons that promote student achievement. • Endeavor to motivate my students to learn. • Have high expectations and help every child to develop a love of learning. • Communicate regularly with families about student progress. • Provide a warm, safe, and caring learning environment. • Provide meaningful, daily homework assignments to reinforce and extend learning • Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families.
and the community. • Actively participate in collaborative decision making and consistently work with
families and my school colleagues to make schools accessible and welcoming places for families which
help each student achieve the school's high academic standards. • Respect the school, students, staff and
families. Teacher: _______________________________ Principal: _______________________________
Student Pledge: I agree to carry out the following responsibilities to the best of my ability: • Come to
school ready to learn and work hard. • Bring necessary materials, completed assignments and
homework. • Know and follow school and class rules. • Communicate regularly with my parents and
teachers about school experiences so that they can help me to be successful in school. • Limit my TV
watching and instead study or read every day after school. • Respect the school, classmates, staff and
families. Student: _______________________________ Date: _______________________________
Family/Parent Pledge: I agree to carry out the following responsibilities to the best of my ability: • Provide
a quiet time and place for homework and monitor TV viewing. • Read to my child or encourage my child to
read every day • Ensure that my child attends school every day, gets adequate sleep, regular medical
attention and proper nutrition. • Regularly monitor my child's progress in school. • Participate at school in
activities such as school decision making, volunteering and/or attending parent-teacher conferences. •
Communicate the importance of education and learning to my child. • Respect the school, staff, students,
and families. Parent/Guardian: _______________________________ Date: _______________________________
<table>
<thead>
<tr>
<th>For Title I Program Improvement schools, describe how you will use at least 10% of your Title I budget to support professional development.</th>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development and resources (not limited to supplies, curriculum and additional sub-days) to support with Focal Students and targeted instruction with these students and their families.</td>
<td>$5,202.2</td>
</tr>
</tbody>
</table>

b. Other Expenses (Optional)

This optional section may be used to report additional non-categorical expenses related to implementing either district or school initiatives (e.g. PTO funds; grants, etc.)

<table>
<thead>
<tr>
<th>District Initiatives</th>
<th>Cost</th>
<th>Funding Source</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Initiatives</th>
<th>Cost</th>
<th>Funding Source</th>
</tr>
</thead>
</table>
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. Be sure that the principal and SSC president have signed the assurances page, and that all SSC members are listed in the roster.

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

- The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.  
- The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.  
- The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
  - School Advisory Committee (SAC) for State Compensatory Education Programs
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education (GATE) Program Advisory Committee
  - Other (list)

- The school site council 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, SFSUD strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees before March 23, 2012.
  2. One meeting to present plan upon its completion before October 12, 2012
- This school plan was adopted by the school site council on: 9/24/2012

- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
**Attest:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie Chan</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Alan Lam</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Tommy Luk</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td>Patty Kusuma</td>
<td>other school member</td>
<td></td>
</tr>
<tr>
<td>Ana de Arce</td>
<td>principal</td>
<td></td>
</tr>
<tr>
<td>David Myers</td>
<td>parent/ co-chair</td>
<td></td>
</tr>
<tr>
<td>Nubia Garcia</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Andrew Dimitriou</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>William Chiang</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>Melody Hernandez</td>
<td>parent/ alternate</td>
<td></td>
</tr>
<tr>
<td>Yan Ling Li</td>
<td>parent/ alternate</td>
<td></td>
</tr>
</tbody>
</table>