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

School	**Garfield Elementary School**
Principal	Jennifer Sethasang

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 230 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. We serve a very diverse group of students: 42% Asian, 18% Mixed Race, 14%Hispanic, 14% White, 9% Decline to State, and 3% African America. Forty percent of our students have been classified as English Language Learners and 42% of our school socio-economically disadvantaged. Eleven percent of our students have individualized education plans. 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 accessible through our school computer lab, mobile chromebook carts and ipad cart. At Garfield the social, emotional, 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.

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

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

SECTION I: Overview and Key Components

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

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

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

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

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

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

These requirements include:

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

SECTION II: School Data Profile

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

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

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA, ELD and Math	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	▪ Instructional Core: ELA, ELD and Math	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	▪ Student-Centered Learning Climate	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K–12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	▪ College and Career Readiness	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
The largest focal group at Garfield ES is our English Learners. According to the 2017-18 SBAC ELA results, Schoolwide: 55.0% of students met/exceeded standards, and the 3-year trend has been mixed. EL: 24% of students met/exceeded and the 3- year trend has been downward. 48% of our ELS from grades K-5 scored at 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 Growth W1-W2 31% - 46% proficient or exceeds ELs RI Growth W1 - W2 18% - 22% proficient or exceeds

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Based on the 2017-18 Smarter Balanced Assessments, 55% of students were proficient or above in English Language Arts. This is an increase from 43.9% the previous year. This is below the district's average of 50.5%. Student performance on the 2017-2018 RI W1 was at 44.9% of students up from 34.5% scored proficient or above compared to the district average growth of 1%. On F&P with 57.7% of K-2 students meeting or exceeding standard in window 2 and district average at 55.6%.	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 2018-2019 school year reading at grade level or close to their level of proficiency that the students left at the end of the school year 2017-18. Our target for 2018 ELA SBAC at least 60% of our students from grades 3-5 will meet or exceed standard. Our target on the SBAC ELA in 2018-2019 is to increase 10% of ELS who meet or exceed standard. Our F&P target for 2019 (Window 2) remains the same, increasing student reading proficiency by 10%. We will use Window 1 assessment results as the baseline.	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 Coach on Comprehensive Approach to Literacy.	Continue to deepen the implementation of the Comprehensive Approach to Literacy, which includes the utilization of the Readers & Writers Workshop models; continue to deepen the balance of informational and literary text; continue to deepen the building of knowledge in the various disciplines; continue to accelerate the climb of the staircase of complexity; continue to consistently ask our students for text-based answers; continue to consistently increase the usage of academic vocabulary

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

Analysis of Results for Language Arts-	Based on the analysis of the results, what are	What instructional shifts will be required

Intervention	your targets/performance goals?	specifically for your focal students to achieve these goals?
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 teacher. 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 & 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 Integrated Writing assessments although those students groups scored above their district averages on SBAC and RI assessments.	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 & P and RI for students that are not at benchmark.	Teachers will meet monthly to analyze student work samples from students identified as needing tier two academic interventions. Our literacy coach will assist teachers to provide targeted small group instruction in addition to guided reading. We will maintain the following interventions to ensure students meet mastery: Maintain Literacy Coach 1.0 FTE to support implementation and coaching to teachers specific to the 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& P, and use F& P, assessments to get more information on students reading at Basic and Below Basic.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):
On the SBAC 46% of our ELs scored proficient in Math which is above the district average. 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. 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

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
Based on 2017-18 Smarter Balanced Assessment data, 60% of students were proficient in Math which was slightly higher than the district average.	Our goal for the 2018-19 school year is to have 70% of students proficient or above in Math based on SBAC and Math task and benchmark assessment data.	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.	Continue a school-wide focus to 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?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
On the SBAC Math 46% of our ELs scored proficient in Math which is above the district average of 27%. This sub group of students has been on a school-wide decline.	Our target is to have 50% of all grades 3-5 ELs to meet or exceed standard in the 2018-19 SBAC Math Assessment.	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

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Currently, teachers and students engage in Science using the Full Option Science System (FOSS) and Amplify curriculum as the district transitions to full implementation of the NGSS.	Based on observational data, feedback from our classroom teachers, and report card data trends we need: -increase the amount instructional minutes focused on science - we are also providing our students with more opportunities for blended learning and investigation -school wide implementation of the physics units of the Amplify curriculum	We will engage in many instructional shifts to ensure that all students are getting science and integrated ELD. These instructional shifts are: - review teacher schedules to ensure that Science instructional minutes is increasing from the previous year -teachers will plan in more opportunities for blended learning and investigation on a weekly basis -PD will be provided this year and next on a monthly basis of implementing Amplify curriculum.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Based on the 17-18 English Learner Re-Designation data, 12% of our students receiving English language support were reclassified.	In the 2018-19 school year, we hope to see 65% annual growth for our ELs.	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 coach and resource teacher will use LLI to provide targeted instruction to ELs in a small group setting.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
We currently ensure that all students receive access to a social emotional curriculum from their classroom teachers and the school social worker using Second Step and the Bounce Back curriculum. Our current school wide focus is growth mindset and self-efficacy, as it has been demonstrated in our school culture and climate survey results.	Our goal for next year is to ensure that all students receive access to a social emotional curriculum in their classrooms	To ensure that all students systematically receive the required health lessons there will be PD time at the beginning of the year and periodically throughout the year, where teachers plan a yearlong sequence of social-emotional learning curriculum.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
To ensure that each child gets the opportunity to access a wide variety of arts activities-visual, musical, instrumental, drama we will continue to partner with our PTO to provide additional arts enrichment.	Involve Arts Committee in the final selection process for Consultants. Increase connection between art classes and classroom teachers.	To ensure that these shifts occur I will have the VAPA and other arts teachers review the yearlong plans for science and social studies to incorporate it into their arts teaching.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
All students at our school site will receive comprehensive physical education. We will ensure collaboration between classroom teachers, PE teachers, for thoughtful planning and implementation of high quality PE.	We will continue to ensure that all students get 100 minutes per week to ensure their happiness and health. Students will work towards mastery of the California Physical Education Standards.	In order to achieve these goals we will ensure shared master scheduling with the teachers, PE teacher and administration. We will continue to promote physical well being, cooperative play, and the Physical Education Standards during recess time and morning intake.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

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

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
Strong Literacy foundational skills are a strong indicator for college and career readiness. According to our middle of the year analysis (F&P), 67% of our current 1st graders met or exceeded benchmark; 58% of our current 2nd grader met or exceeded benchmark. During our mid-year analysis, 70% of our Kindergarteners are meeting or exceeding benchmark; 67% of our 1st graders are meeting or exceeding benchmark; and 58% of our 2nd graders are meeting or exceeding benchmark.	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.	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 Social Worker will work with parent groups to identify workshop topics to support parents in the area of college and career readiness.

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

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 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.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
* Plan and facilitate a year-long PD sequence around Comprehensive Approach to Literacy, Mathematics, EnglishLanguage 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 2018-19 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	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 Coach is funded .5 from WSF General Unrestricted Funds. 4. Literacy Coach is funded .5 from SCG-EL Funds. 5. WSF General Unrestricted Funds will provide all teachers a minimum of 2 release days per school year.

STUDENT-CENTERED LEARNING CLIMATE

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety			

through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	In the 2018-2019 School Year, 16% of our students are receiving Special Education support & services. *Currently, all of our students actively participate in activities that promote Inclusive Practices.	*By the 2018-2019 School Year, we aim to reduce the percentage of our students who will be receiving Special Education support & services. *By the 2018-2019 School Year, all of our students, including our incoming new students, will actively participate in student-designed activities that promote Inclusive Practices.	*Continue to increase & improve the multi-tiered of support for our students *Continue to provide our students ample opportunities to design more activities that will promote Inclusive Practices
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	*For the rest of the 2018-2019 School Year, identify the number of students from vulnerable student populations and start to identify possible supports for these students	*For the 2018-2019 School Year, continue to identify the number of students from vulnerable student populations and continue to identify and implement supports for these students.	Continue to keep a very close tab on the identification of vulnerable student populations; continue to identify and implement effective supports for these students
Student Engagement/ Attendance	During the 2018-2019 School Year, our school's chronic absenteeism rate will be below 10%.	*By the 2018-2019 School Year, we aim to keep our school's chronic absenteeism rate at 0%.	Continue to keep a very close tab on student attendance; continue to have frank & direct discussions with parents/families regarding the role that they play in the determination of the school's accountability measurement
School Culture/Climate	During the 2018-2019 School Year, our number of student suspension remains to be below 1%.	*By the 2018-2019 School year, we aim to keep our school's number of student suspension at X.	*Continue the implementation of PBIS & positive classroom/student management techniques
Social Culture/Climate	*In the 2017-2018 School Year,XX% of our families responded favorably on our school's School Culture-Climate survey.	*By the 2018-2019 School Year, 100% of our families will respond favorably on our school's School Culture-Climate survey.	Continue to educate the importance of positive school culture-climate to our families
Wellness Policy	Maintain the SFUSD school's Wellness Policy and make certain that it is in alignment with our School's Wellness Policy.	*Continue to keep our school's Wellness Policy in alignment with our district's Wellness Policy.	Continue to review, compare, and align our school's Wellness Policy with our district's Wellness Policy.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☑ Linked to student learning ☑ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☐ Connecting families to community resources	☐ African American families ☑ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

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 Dragone 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. This includes providing translation during parent teacher conferences.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Our success will be determined by attendance at meetings and events, culture & climate survey data, academic data and overall student attendance.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

☑ Academic Support ☑ Behavioral Health & Wellness ☑ College & Career ☑ Expanded Learning/After-School ☐ Physical Activity/Recreation ☐ School to CTE	☑ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☐ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

*Community Youth Center - Community Youth Center of San Francisco *Tel Hi neighborhood Center *Salesian's Boys and Girls Club

What are your specific goals or objectives for these partnership?

*In addition to already existing collaborative efforts with the Community Youth Center (CYC) regarding our existing after-school programs, we would like to work with the Community Youth Center (CYC) leadership in order to develop additional funding proposals to widen the capacity & the scope of our after-school programs. *In addition to already existing collaborative efforts with the Community Youth Center (CYC) regarding our existing Community Youth Center (CYC) Program, we would like to work with the Community Youth Center (CYC) leadership in order to develop additional funding proposals to widen the capacity & the scope of our Community Youth Center (CYC).

What actions will you take to deepen your school's partnership with community organizations?

*increasing the capacity & scope of our Community Youth Center (CYC) after-school program *increasing the capacity & scope of our Tel Hi After-school program partnership

How will you measure the impact? (Quantitative and/or qualitative data)

*increasing the attendance of our after-school programs *Increasing the impact of our Community Youth Center (CYC)

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $3,050

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 = $34,914

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 .31 FTE of our Technology Assistant who assists EL students with our technology curriculum including accessing a variety of programs: SumDog, BrainPop, iChinese Reader, etc. The Technology Assistant will also support ELs in accessing Interim District Assessments and Smarter Balanced Assessments. These funds will also be utilized to fund 0.05 FTE of a ELD certificated classroom teacher for class size reduction in the 4th and 5th grades.

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 = $28,000

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 .25FTE ($14,214) of our Technology Assistant who assists EL students with our technology curriculum including accessing a variety of programs: SumDog, BrainPop, iChinese Reader, etc. The Technology Assistant will also support ELs in accessing Interim District Assessments and Smarter Balanced Assessments. These funds will also be utilized to fund .1 FTE ($10,395.23) of our Literacy Coach will support teachers with implementation of Reader's and Writer's workshop including Guided Reading with a specific focus to support to our English Language Learners.

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 = $68,040

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 .3 FTE of our Literacy Coach will support teachers with implementation of Reader's and Writer's workshop including Guided Reading. These funds will also be utilized to fund 0.2 FTE of a ELD certificated classroom teacher for class size reduction in the 4th and 5th grades.

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

CATEGORIAL EXPENSES

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

Title I = $46,229   (31500)

How do you plan to use these funds?

These funds will be utilized to fund .1 FTE ($10,395.23) of our Literacy Coach will support teachers with implementation of Reader's and Writer's workshop including Guided Reading. These funds will be utilized to fund .15 FTE ($15,592.90) of a 4th and 5th grade class size reduction teacher position who supports specifically with Science and Social Studies. The remaining funds will be applied to 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 = $462

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 <u>attach</u> 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: 9/25/2018

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

Impact & Innovation Awards =

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

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

Principal's Innovation Fund =   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

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

Equity Grant =

Identify Sub-group & specific actions

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

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

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

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

CENTRAL SUPPORTS & RESOURCES

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

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

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

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.
The Literacy Coach will provide coaching support to teachers with implementation of Reader's and Writer's workshop including Guided Reading. The Social Worker will support all Tier 1 and 2 Behavior Interventions, monitor and adjust Social Emotional Learning including Second Step implementation, our Positive Behavior Incentive System, as well as facilitate our Culture Climate team. Our Family Liaison will help us strengthen our partnership with parents and families - with a emphasis on our EL families.

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:

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☑	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☑ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	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: **9/25/2018**
☑	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **9/25/2018**

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

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

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Jennifer D Sethasang	Principal	
Madeleine De Young	Certificated Teacher	
Laura Beth Smith-Heimer	Certificated Teacher	
Valerie Chan	Certificated Teacher	
Karen Maruoka	Other Staff	
Selina Tso	Other Staff	
Karen Mackellar	Parent	
Lori Coleman	Parent	
Jimmy Lin	Parent	
Michael Balsam	Parent	
Tina Perdices	Parent	
Jessica Bay	Parent	