

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT GARFIELD ELEMENTARY SCHOOL

2014-16

37-68338-6039655

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Barhoumi, Eulalia

Contact Person: Barhoumi, Eulalia

Position: Principal

Telephone Number:

Address: 4487 Oregon St, Garfield Elementary, San Diego, CA, 92116-3018,

E-mail Address: lbarhoumi@sandi.net

The following items are included:

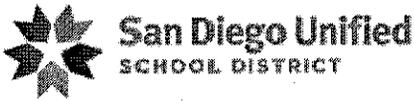
- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Garfield Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Eulalia Barhoumi

PHONE: 619-362-4300

FAX: 362-4349

E-MAIL ADDRESS: lbarhoumi@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/10/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/9/15
- Other (list): Coffee with the principal parent meeting Date of presentation: 3/10/15

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/9/15

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Eulalia Barhoumi
Type/Print Name of School Principal

[Signature]
Signature of School Principal

3-13-15
Date

Dorothanna Love
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

3-13-15
Date

Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Vision: Garfield Elementary School is a community where all students will exemplify honesty, integrity and sound judgment. A professional and highly motivated staff, in partnership with parents, will encourage each child to demonstrate tolerance and respect for others in celebration of diversity. Students of all abilities will be citizens and scholars who are accountable and responsible for their decisions. Garfield Elementary school is a learning environment that inspires students to be critical, active flexible thinkers who are independent, resourceful, and perseverant. Access to technology equips students to be ready for the demands and opportunities of the twenty first century and a balanced curriculum prepares all students to be college and career ready for the 21st century.

The ideal state for academic press is where teachers collaborate on decision making based on student needs. PLC's is a learning place where teacher create lessons and implement supports with student's needs in mind. Common Core Standards are focused on reading, writing and math. Teachers support the Gradual Release model to produce independent learners. Teachers provide rigorous curriculum where student learning is discussed and students demonstrate visible scholarly behaviors. Instructional leadership, physical environment, and social environment teams meet to support our school's vision and mission. Common Core Standard instruction implementation is evident school wide. Lessons are based on grade-level standards and lessons are intentionally linked to other lessons (previously taught) in support of students meeting standard(s).

Our current reality is that all teachers, and support staff are working towards their developing an ideal state. All teachers are working towards setting high expectations and best practices. We are currently working on implementing Lucy Calkins Writing Units K-5 school wide to provide access to all student in attaining the new Common Core Standards.

CORE AND SUPPLEMENTAL SUPPORTS

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on

substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Cecilia Benn-McNabb	Parent
Elaine Washington	Parent
Mrs. Michelle Woolley	Parent
Maritza Tristan	Teacher
Lali Barhoumi	Principal
Susan Gutierrez	Other
Dorthana Love	Teacher
Goerge-Halling Monica	Teacher
Sarom Wilson	Parent
Amanda Martin	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 45 % of Garfield Elementary Students will meet or exceed meet common core grade level standards in ELA as identified in SBAC

Closing the Gap SMART Goal:

* By 07/21/2016, 25 % of Garfield Elementary English Learner, Students will meet common core grade level standards in ELA as identified in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/22/2016, 45 % of Garfield Elementary Students will meet common core grade level standards in Math as identified in SBAC

Closing the Gap SMART Goal:
 * By 07/21/2016, 40 % of Garfield Elementary English Learner, Students will meet common core grade level standards in Math as identified in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Area 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 75 % of Garfield Elementary English Learner, Students will increase one proficiency level in speaking as measured in California English Language Development Test

Closing the Gap SMART Goal:
 .

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 60 % of Garfield Elementary Grade 03, Students will read at grade level as measured in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Writing samples, DRA/ Reading Fountas and Pinnel

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/21/2016, 80 % of Garfield Elementary Parents/Guardians will participate in at least two school events to support their child's learning as measured by Attendance

Targeted Population:

Retention grade levels of 1 and 3 will be targeted as well as Kinder because of its entry level status. Additionally parents Of English Learners will be targeted as 50% of Garfield students are from EL households.

What data did you use to form these goals?:

Sign in sheets

Progress and Growth Monitoring:

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the Lucy Calkins units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students.

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$11,884.90	0124-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Supplemental supplies for instruction in literacy and math such as chart paper, journals, markers, and math manipulatives
Prof&Curriclm Dev Vist Tchr	-	\$23,000.00	0124-30100-00-1192-1000-1110-01000-0205	Title I Basic Program	01, 02	Visiting teachers for DRA, Early Assessments, and IPT to guide instruction.
Prof&Curriclm Dev Vist Tchr	-	\$13,000.00	0124-30100-00-1192-1000-1110-01000-0050	Title I Basic Program	01, 02, 03	Visiting teachers for RTI assessments to guide instruction.
Prof&Curriclm Dev Vist Tchr	-	\$20,000.00	0124-30100-00-1192-2130-1110-01000-0000	Title I Basic Program	01, 02, 03	Release time for teachers to develop scaffolding and supports for student instruction.
Prof&Curriclm Dev Vist Tchr	-	\$11,000.00	0124-30100-00-1192-1000-4760-01000-0000	Title I Basic Program	01, 03	ELL push in support
Inservice supplies	-	\$771.00	0124-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice materials and light refreshments for parent event and meetings.
Supplies	-	\$771.00	0124-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice supplies for parent workshops.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Afterschool and/or during school supports will be provided for students that are not meeting grade level standards as evidence by DRA and site developed assessments.

Identified Need:

These are grade levels that are not meeting grade level standards and would benefit from extra supports from the school.

Target Group:

Students that are not meeting grade level.

Monitoring:

DRA and site developed assessments

Personnel Responsible:

Principal, ILT, Classroom Teachers, Support staff

Goal 2: Classroom Supports**Classroom Support Goal:**

To increase access to grade level standards and improve learning, basic supplies are necessary.

Identified Need:

All student in order to do well in school need basic classroom supplies.

Target Group:

All students are in need of basic classroom supplies.

Monitoring:

Administrative approval of instructional requests will be based on Academic rational provided.

Personnel Responsible:

Principal, classroom teachers

<p>Goal 3: Professional Development</p> <p>Professional Development Goal:</p> <p>Teachers will participate in Professional Development to create a continuum for Garfield Elementary on Common Core Standards on Collaborative Conversations.</p> <p>Identified Need::</p> <p>Teachers will benefit from additional PD time and participate in trainings that will help them plan for instruction using Common Core Standards.</p> <p>Target Group::</p> <p>All students at Garfield Elementary</p> <p>Monitoring::</p> <p>Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative. Additional Monitoring is conducted through the evaluation and observation processes by the Administration.</p> <p>Personnel Responsible::</p> <p>Principal, ILT, Classroom teachers</p>
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LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm DevHrlyClstrmTchr	-	\$13,007.00	0124-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1, LCFF 3	Hourly for teachers outside their contract time to create a continuum for collaborative conversations and preparing for professional development.
Classroom Teacher Hrly	-	\$11,100.00	0124-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1	Hourly for afterschool tutoring for RTI2 students in literacy/math.
Supplies	-	\$9,810.00	0124-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1, LCFF 2	Supplemental supplies for instruction in literacy and math such as chart paper, journals, markers, and math manipulatives.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
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APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



San Diego Unified School District
 Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Garfield Elementary
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Garfield Elementary has developed a written Title I parental involvement policy with input from Title I parents. SSC members have the opportunity to review, revise the Title I Parent Involvement Policy.

It has distributed the policy to parents of Title I students during an SSC meeting

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Garfield Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - During Back to school Night/Open House.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. We present it during back to school night and during coffee with the Principal.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I Parental Involvement policy. Parents are involved in an informational meeting and are encouraged to run for an SSC positions. Also, during parent meetings they are informed of the resources that are provided to the school using Title 1 funds and the purpose for the resources.
- The school provides parents of Title I students with timely information about Title I programs.
 - A communication announcement is sent to parents regarding Open meeting.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed during parent meetings and SSC meetings.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Through Parent meetings, ELAC meeting and Back to school night, and SSC meetings.

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

School-Parent Compact

Garfield Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School Parent Compact is shared with Parents and is also presented to the SSC members. SSC Members have the option to modify the Parent school compact.

Building Capacity for Involvement

Garfield Elementary 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 has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During parent meetings, such as Coffee with the principal, data is reviewed. SSC members also are informed about our programs, needs and strength of students.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Personnel from the Ballard Center come and present to our parents about the Common Core Standards.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Staff is informed through staff meetings, bulletins and PD debriefs.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents participate in workshops, and have a parent room to meet for parent meetings, and workshops.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Parents are informed through school messenger, parent meetings, school functions, and flyers in both Spanish and English for parents.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Garfield Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. In order to communicate with parents, the school does this through school messenger, flyers, posting information on the parent bulletin and communicating through Coffee with the Principal.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

SAN DIEGO CITY SCHOOLS
GARFIELD ELEMENTARY SCHOOL
HOME/SCHOOL COMPACT

Garfield Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2014-2015

School Responsibilities

Garfield Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - Class size reduction in all grade levels
 - Highly qualified teachers
 - All identified second language students assessed and supported with defined program and additional support personnel
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
 - After first and second reporting periods
 - Individual conferences throughout the year as needed
3. Provide parents with frequent reports on their child's progress.
 - District reports 3 times a year with Standard Based Report Card
 - Individual reports as needed such as Learning or Behavior Contracts
4. Provide parents with reasonable access to staff.
 - 24 hour notice for teacher meeting or classroom observations
 - Principal with individual appointment
 - Principal information meetings (monthly)
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Volunteers are encouraged to participate in the following events:

- Back to School Night
- Parent/Teacher Conferences
- School Wide Events
- Field Trips
- SSC Committee
- PTA
- ELAC
- Parent Education Nights
- Family Nights

Parent Responsibilities

We, as Parents, will support our child's learning by:

- *Monitoring attendance and tardies.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Monitoring amount of video and computer games my child plays.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the Oversight Committee, the District Advisory Council for the Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

Student Responsibility

We, as students will share the responsibility to improve our academic achievement and achieve California's high standards.

- *I will do my best everyday.*
- *I will do my homework everyday and ask for help when I need it.*
- *Read at least 30 minutes everyday outside the school time.*
- *Give to my parents or guardian all notices and information received by me from school everyday.*
- *I will always show respect for everyone.*

SAN DIEGO CITY SCHOOLS

ESCUELA PRIMARIA GARFIELD

CONTRATO ENTRE ESCUELA Y HOGAR

La escuela primaria Garfield y los padres de los niños participando en actividades, servicios y programas que usan fondos del Título I, parte A del acta Educativa de Primaria y Secundaria (ESEA) (alumnos participantes), están de acuerdo que este contrato describe como los padres, el personal escolar, y los alumnos comparten la responsabilidad para mejorar el aprovechamiento académico y la manera en que la escuela y los padres desarrollarán una asociación que les ayudará a nuestros alumnos alcanzar los altos criterios de California.

Este Contrato entre Escuela y Hogar tomará efecto durante el año escolar 2014-2015

Responsabilidades Escolares

La Escuela Primaria Garfield hará lo Siguiete:

1. Proveerá instrucción de alta calidad en una manera que apoye y que sea un ambiente de aprendizaje efectivo que permita que los alumnos participantes alcancen las metas de los criterios de California en las siguientes formas:
 - Reducción de alumnos por clase en todos los grados
 - Maestras calificadas
 - Todos los alumnos identificados como en vías de aprender inglés sean apoyados con un programa especial y personal adicional
2. Tener conferencias de padres y maestros (anualmente en escuelas primarias) en lo cual este contrato se repasará al relacionarse con el aprovechamiento individual del alumno.
 - Después del primer y segundo ciclo de reporte
 - Conferencias individuales durante el año cuando sean necesarias
3. Proveer un reporte frecuente a los padres sobre el progreso de sus hijos.
 - El distrito reportará 3 veces al año con las boletas de calificación basada en criterios
 - Reportes individuales como sean necesarios en forma de Contratos de Aprendizaje o de Comportamiento
4. Proveer a los padres acceso razonable a el personal.
 - Aviso de 24 horas para juntas con la maestra o hacer observaciones dentro del salón
 - Individualmente con el director y con cita
 - Juntas informativos con el director (mensual)
5. Proveerles a los padres la oportunidad de ser voluntarios o participar en el salón de su hijo(a) para observar actividades, tal como:

Voluntarios son bienvenidos a participar en los siguientes eventos:

- Noche de Regreso a Clases
- Conferencias de Padres y Maestros
- Eventos Escolares
- Paseos
- Comité SSC
- Grupo de Padres (PTA)
- Comité Consultivo para alumnos en Vías de Aprender Inglés (ELAC)
- Noche Educativa para Padres
- Noche Familiar

Responsabilidades de los Padres

Nosotros, como Padres, apoyaremos el aprendizaje de nuestros hijos en las siguientes maneras:

- *Estar pendientes de la asistencia y retrasos.*
- *Estar seguros que terminen sus tareas.*
- *Estar pendientes de la cantidad de tiempo que ven televisión.*
- *Estar pendientes de los videos y juegos de computadora que juegan.*
- *Venir de voluntario(a) al salón de mi hijo(a).*
- *Participar apropiadamente, en decisiones relacionadas en la educación de mi hijo(a).*
- *Promover uso positivo de la educación de mi hijo(a) y comunicarse con la escuela leyendo con tiempo todos los avisos de la escuela o del distrito recibido por mi hijo(a) o por correo y respondiendo, como sea apropiado.*
- *Participar, lo más posible, en diferentes comites, tal como el comite gubernativo, dentro de la escuela*

Responsabilidad Estudiantil

Nosotros, como alumnos compartiremos la responsabilidad de mejorar nuestro meta academica y alcanzar los criterios de California.

- *Haré mi mejor trabajo diariamente.*
- *Haré mi tarea diariamente y pedir ayuda si la necesito.*
- *Leer por lo menos 30 minutos diarios fuera de la escuela.*
- *Entregarles diariamente todos los avisos recibidos de parte de la escuela a mis padres.*
- *Siempre demostraré respeto hacia todos.*

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0124 Garfield Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$89,089.00		\$1,542.00
		\$89,089.00		\$1,542.00
		\$0.00		\$0.00
Certificated Salaries		\$67,000.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$67,000.00		\$0.00
Employee Benefits		\$10,204.10		\$0.00
Books and Supplies		\$11,884.90		\$1,542.00
4301 Supplies		\$11,884.90		\$771.00
4304 Inservice supplies		\$0.00		\$771.00

APPENDIX D

2014-15 SPSA ADDENDUM

Garfield Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 40% of Garfield Elementary students will meet common core grade level standards in ELA as identified on the common formative assessment
Mathematics	By 07/21/2015, 30% of Garfield Elementary students will meet common core grade level standards in math as identified on the common formative assessment
English Language Development	By 07/21/2015, 75% of Garfield Elementary English Learner,students will increase one proficiency level in speaking as measured in California English Language Development test
Graduation/Promotion Rate	By 07/21/2015, 75% of Garfield Elementary students will read at grade level in Fountas and Pinnel.
Parent Involvement and Community Engagement	By 07/21/2015, 75% of Garfield Elementary Parents/Guardians will attend at least three school events as identified in parent and Community Engagement.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		92,277.00		1,368.00	
2040 Inschool Resource Tchr	0.85	68,230.35	-	-	Our intention was to have an FTE, but we didn't get to keep the position. We put in our money for teacher hourly, tutoring, temporary support for RTI pull out, Lucy Calkins, word study programs. Literay Units and Professional Development.
2281 Other Support Prsnl PARAS Hrly		-		300.00	Childcare to allow parents to participate regularly in academic activities to help build the home-school connection.
Employee Benefits		21,742.22		65.98	Technology Achieve 3000, ST math
4301 Supplies		2,304.43		500.00	Word study, books
4304 Inservice supplies		-		502.02	professional reading Doug fisher

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

School Name: **Garfield Elementary**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$89,089.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$89,089.00
10% allocation needed for PD	\$8,908.90

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Release time for teachers to develop scaffolding and supports for student instruction.	\$20,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$20,000.00
10 % allocation has been met			YES