

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **GARFIELD ELEMENTARY** SCHOOL

2018-19

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: 619-362-4300

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
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Garfield Elem.
SITE CONTACT PERSON: Lali Barhoumi

DUE: May 15, 2018 (Year Round)

PHONE: 619-362-4300 FAX: _____ E-MAIL ADDRESS: lbarhoumi@sandi.net

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

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 THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- 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: _____
- Other (list): SSC / Coffee with Principal Date of presentation: 2/26/18

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: 2/26/18

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.

<u>Eulalia Barhoumi</u> Type/Print Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>6/6/18</u> Date
<u>Monica George-Halling</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>6/6/18</u> Date
<u>Mitzi Merino</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>6/8/18</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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

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.

Update

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 vision at Garfield Elementary focuses on a model of continual improvement to close the achievement gap for all learners through data-driven decision making, professional development, and professional learning communities. We want to help our students develop into highly successful, well rounded, contributing citizens of the 21st century. Garfield warmly welcomes all community members. Our doors are open and we are a true center for teaching and learning. We host Leadership Walkthroughs and District Professional Development. We prepare student teachers from various universities who are eager to come and learn from our highly effective teachers. Our school strives to provide an enriching learning community both inside and outside of the classrooms. Thinking about educating the whole child, we also promote artistic literacy, innovation, and creativity through our Title 1 Arts Grant and our partnership with the San Diego Civic Youth Ballet. Our school welcomes our families and community members with enthusiasm and a sense of belonging. A recent visitor commented, *“At Garfield, your programs provide something for everyone!”*

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

Grades K-3:	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 TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

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.

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. Parents were informed of data to support our instructional plan.

LCFF COMMUNITY AND STAFF ENGAGEMENT

We have parent meetings, SSC meetings where we share what is happening instructionally and informational for our parents and community. This happens during our Family Arts Friday, Staff meetings, informational meetings, school events, awards assembly, parent teacher conference, prime time, and Coffee with the principal.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Cecilia Benn-McNabb	Parent
Whooley, Melvin	Parent
Amber Preciado	Parent
Lali Barhoumi	Principal
Dorthana Love	Teacher
Goerge-Halling Monica	Teacher
Sevanne Quinn	Teacher
Frances Diaz	Parent
Yadira Llanes-Torres	Other
Ms. Zepeda	Community Member

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 71 % (approx. 25- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 71% (approx. 38-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 18% (approx. 1 student - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 14% (approx.1 student - 5th grader) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 73% (approx. 19 students- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 71% (approx. 27 students- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 3 students- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 2 student- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

These goals were derived from baseline SBAC results in July 2017. Additional information will be collected from other teacher informal assessments as well as DRA.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Student monitoring happens during our Professional Learning Community meetings, and/or Collaborative meetings, grade level meetings. Teachers will turn in student data results 3 () times a year, or collected by the principal. Teachers & principal will discuss student work to inform instruction for all students and continue monitor progress.

Data is collected from SBAC, CELDT, ELPAC, and DRA/Achieve 3000, along with writing, math, and reading to inform students' progress. Our teachers have multi grade level meetings to have an opportunities to see how students are doing before students get to their grade level and when they leave their grade level.

In addition, during our Professional Learning Communities (PLCs) we analyze student data in order to monitor student progress toward student goals. Analysis results are shared with teachers and results are shared with appropriate parents. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 62% (approx. 21- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 46% (approx. 25- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: English Learners students
 By June 2019, 36% (approx. 4 students -3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 20% (approx. 2 student -5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 58% (approx. 15 students-3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 42% (approx. 17students- 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 50% (approx. 1 student- 3rd graders) will need to meet or exceed standards in math on the SBAC exam
 By June 2019, 20% (approx. 2 student- 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Student monitoring happens during our Professional Learning Community meetings, Collaborative meetings, grade level meetings. Teachers will turn in student data results 3 times a year, or collected by the principal. Teachers & principal will discuss student work to inform instruction for all students and continue monitor progress.
 Data is collected from SBAC, CELDT, and ELPAC along with writing, math, and reading to inform students' progress. Our teachers have multi-grade level meetings to have an opportunities to see how students are doing before students get to their grade level and when they leave their grade level. In addition, during our Professional Learning Communities (PLCs) we analyze student data in order to monitor student progress toward student goals. Analysis results are shared within teachers and results are shared with appropriate parents. Findings and progress are shared with parents, during parent meetings, and community via advisory groups and School Site Councils (SSCs)

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:
 .

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Teacher informal assessments and anecdotal notes.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Student monitoring happens during our Professional Learning Community meetings, and/or Collaborative meetings, grade level meetings. Teachers will turn in student data results 3 () times a year, or collected by the principal. Teachers & principal will discuss student work to inform instruction for all students and continue monitor progress.

Data is collected from SBAC, CELDT, and ELPAC along with writing, math, and reading to inform students’ progress. Our teachers have multi grade level meetings to have an opportunities to see how students are doing before students get to their grade level and when they leave their grade level. In addition, during our Professional Learning Communities (PLCs) we analyze student data in order to monitor student progress toward student goals. Analysis results are shared within teachers and results are shared with appropriate parents. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs)

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 67% (approx. 28 students in 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 67% (approx. 20 students- 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal (Optional for Elementary schools):

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
 Developmental Reading Assessment (DRA 2, ARI)
 Achieve 3000

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Student monitoring happens during our Professional Learning Community meetings, Collaborative meetings, grade level meetings. Teachers will turn in student data results 3 times a year, or collected by the principal. Teachers & principal will discuss student work to inform instruction for all students and continue monitor progress.
 Data is collected from SBAC, CELDT, ELPAC and DRA along with writing, math, and reading to inform students' progress. Our teachers have multi grade level meetings to have opportunities to see how students are doing before students get to their grade level and when they leave their grade level. In addition, during our Professional Learning Communities (PLCs) we analyze student data in order to monitor student progress toward student goals. Analysis results are shared within teachers and results are shared with appropriate parents and community via advisory groups and School Site Councils (SSCs).

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

By June 2019, 80% (approx. 197 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% (approx. 197 families) will attend Literacy, Math and Science training three times a year, to increase the milestones necessary for parents towards meaningful graduation.

Targeted Population:

Students that have an entry level status will be targeted with the possibility of retention in grades Kindergarten, 1 and 3. 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: How and when will you monitor progress towards your Parent Involvement and Community goal?

School wide findings and progress in the areas of Language Arts, Math, and science are shared with parents and community via advisory groups and School Site Councils (SSCs), SGT meetings. Our family Arts Fridays are used to inform parents regarding important and upcoming mandated parent conferences meetings and events.

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 SELD instruction based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day to support their learning.
- Teachers will provide balanced literacy and writing instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students and anecdotal notes.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and structure strategy thinking to support student understanding as needed.
- All English learners will be assessed using CELDT and or ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, counselor and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, 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 formal and informal assessments to plan instruction, monitor student progress, and 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 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.
- 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
- Counselor 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.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

1. At Garfield we are working on using technology such as Achieve 3000 in blended learning. Teachers get the opportunity to work with small groups as students are actively engaged using math and literacy technology.
2. Each classroom teacher is working to ensure ELD supports are being used on a daily basis and students are supported daily in small group instruction that is aligned to the English Learner Standards and Common Core standards.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$9,413.00	\$9,413.00	0124-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies for instruction in ELA, Math, Science and all other subject areas. Items include pencils, markers, journals, batteries, etc.

How will you monitor these strategies/activities?

The Principal will meet 3 times a year with teachers during their PLCs to discuss student assessments and progress.

Student monitoring happens during our Professional Learning Community meetings, Collaborative meetings, grade level meetings. Teachers will turn in student data results 3 () times a year, or collected by the principal. Teachers & principal will discuss student work to inform instruction for all students and continue monitor progress.

Data is collected from SBAC, CELDT, ELPAC, and DRA/Achieve 3000, along with writing, math, and reading to inform students' progress. Our teachers have multi grade level meetings to have an opportunities to see how students are doing before students get to their grade level and when they leave their grade level.

In addition, during our Professional Learning Communities (PLCs) we analyze student data in order to monitor student progress toward student goals. Analysis results are shared with teachers and results are shared with appropriate parents. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Guided Reading will be conducted daily in third grade as well as in all grades. Power Hour will be conducted four times a week to address specific targeted areas for intervention and ELL students. Teachers will meet with principal for times a year to discuss progress for students in guided reading, intervention groups and power hour. RTI will be recommended when students require more interventions.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom PARAS Hrly		\$5,544.00	\$7,119.05	0124-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instruction on ELA, ELL, and/or pull out support.

How will you monitor these strategies/activities?
My monitoring will consist of Pre-post assessments and meeting with K-5 teachers. Looking at grade level assessments, exit slips, calibrating writing samples, and setting student goals.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
Classroom teachers will participate in professional development in the areas of reading and writing (Lucy Calkins) once a month and during monthly PLCs, as well as other district Professional Development in the areas of literacy, math and science. During our PLCs we will meet to discuss learning, assessments, curriculum, data, intervention, professional development, research, strategies and more in an effort of closing the achievement gap for all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$44,509.00	\$53,584.38	0124-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Professional Development for all teachers.

How will you monitor these strategies/activities?
Student monitoring happens during our Professional Learning Community meetings, Collaborative meetings, grade level meetings. Teachers will turn in student data results 3 () times a year, or collected by the principal. Teachers & principal will discuss student work to inform instruction for all students and continue monitor progress.
Data is collected from SBAC, CELDT, ELPAC, and DRA/Achieve 3000, along with writing, math, and reading to inform students' progress. Our teachers have multi grade level meetings to have an opportunities to see how students are doing before students get to their grade level and when they leave their grade level.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
We are currently implementing scholarly behaviors school wide and use the expertise of the counselor to hold classroom lessons and friendship groups to positively impact behavior.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$10,199.00	\$10,199.00	0124-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Using technology for blended learning in all subject areas. Achieve 3000, Raz Kids, ST math, Edcite and typing program.

How will you monitor these strategies/activities?
Teachers after receiving data from Achieve 3000, used the data to look for strengths and use data. Students are being monitored from the beginning to the end of the year. Teachers submit reading levels with Achieve 3000 data. Students use RAz kids and ST math to support their learning.

Garfield Elementary

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5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 Garfield Elementary will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, new science curriculum and any information that will help their student.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$1,440.00	\$1,440.00	0124-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and materials and supplies for parent meetings.

How will you monitor these strategies/activities?

Sing- ins, pictures, and parent feedback.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Small group pull out support will be provided for students that are not meeting grade level standards 3-5, as evidence by DRA and site developed/State assessments. Professional Learning Community time will be provided for teachers to discuss, plan and analyze student work, behavior, reading and writing levels for all students. RTI and assessments to identify students needing intervention.

Teachers will meet during PLCs to plan and discuss student data, plan for Professional Development as well as planning for strategy Common Core work. Grade level assessments, on demand writings will be used as part of the data collection.

Identified Need::

Students that are ELL, special end students, and low socio economic that will benefit from direct support in the progress of literacy in listening, speaking, reading and writing.

Target Group::

ELLs and low socio economic that are not meeting grade level in need of intervention.

Monitoring::

Principal will meet with teachers during their PLCs to check on progress on targeted students. (ELLs, and low socio economic) Targeted work will be reviewed during PLCs. Goals will be set/discussed for each student needing support/monitoring.

Personnel Responsible::

Principal, ILT, Classroom Teachers, Support staff

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Classroom teachers will have more access to leveled text to be used during guided reading, lessons will be reviewed/designed during PLCs to target students. Principal will make classroom observations directed to a particular focus of implementation or writing or reading lessons. Teachers will receive feedback.

Identified Need::

Specific attention needs will be given to the RTI process. Interventions given in classrooms with documentation.

Target Group::

Students performing below grade level in ELA and in math selected by support staff/teacher and Principal team.

Monitoring::
Teachers will supply data at every PLC with the principal and their grade level PLC related to intervention strategies. After looking at data, strategies will be adjusted according to the needs of the students participating in this intervention.

Personnel Responsible::
Principal, classroom teachers

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Garfield Elementary teachers will focus our professional development on interventions/calibrating writing assessments/authentic assessment for English Learners, low socio economic and plan strategies for best practice interventions.

Identified Need::
Our ELLs and low socio economic students perform at a lower academic level and need specific interventions to close the achievement gap. Teachers will target below grade level students, and also English Learners, who are not reaching overall proficient levels. In addition, teachers will discuss important information with Support Staff that will be able to support with special targeted strategies.

Target Group::
English Learners, who are not reaching overall proficient levels. In addition, to students that are performing below grade level.

Monitoring::
Monitoring of progress is conducted during our PLCs, ILTs, and regularly reported out SSC meetings. Additional Monitoring is conducted through the evaluation and observation processes by the Administration.

Personnel Responsible::
Principal, ILT, Classroom teachers, PLC (teachers), support personnel

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$7,000.00	\$7,000.00	0124-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Materials used for students and lessons taught by teachers in all areas.
Prof&Curriclm Dev Vist Tchr		\$18,649.00	\$22,451.53	0124-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Teacher planning time/Professional learning communities and interventions for students not meeting grade level standards.

Garfield Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Interprogram Svc/Duplicating		\$150.00	\$150.00	0124-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Printing services for materials needed for school, classroom purposes.
Interprogram Svc/Field Trip		\$2,000.00	\$2,000.00	0124-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Students attend instructional field trips that correspond to the lessons in the classrooms that support Common Core standards.
Classroom PARAS Hrly		\$3,350.00	\$4,301.75	0124-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Students from academic areas and different demographics that that need the extra intervention support.
Sp Ed Instr Behavior Tech Hrly		\$100.00	\$128.41	0124-09800-00-2162-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supporting the learning in ELA, math, science and benefiting additional academic support for all students.
Classroom Teacher Hrly		\$831.00	\$1,000.45	0124-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Teachers will provide tutoring for students in need of additional time/support to meet grade level standards.
NonClstrm Prof&Curriclm DevHrly		\$1,661.00	\$1,999.67	0124-09800-00-1971-2130-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Support in creating lessons and supporting Common Core Standards in all subject areas that will support all students.

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. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Garfield Elementary
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	152	34.9	153	53.6	138	64.5	29.6	10.9	155	27.1	157	37.6	139	47.5	20.4	9.9
Female	77	35.1	71	60.6	69	71.0	35.9	10.4	80	21.3	72	31.9	69	43.5	22.2	11.6
Male	75	34.7	82	47.6	69	58.0	23.3	10.4	75	33.3	85	42.4	70	51.4	18.1	9.0
African American	26	34.6	26	46.2	24	50.0	15.4	3.8	27	29.6	26	38.5	24	45.8	16.2	7.3
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	2	-	2	-	-	-	1	-	2	-	3	-	-	-
Hispanic	99	31.3	100	53.0	95	65.3	34.0	12.3	101	24.8	103	33.0	95	44.2	19.4	11.2
Indochinese	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
White	16	56.3	15	60.0	10	80.0	23.7	20.0	16	37.5	15	53.3	10	60.0	22.5	6.7
Multiracial	8	-	8	-	5	-	-	-	8	-	9	-	5	-	-	-
English Learner	55	16.4	40	25.0	26	19.2	2.8	-5.8	58	10.3	43	25.6	27	29.6	19.3	4.0
English-Speaking	97	45.4	113	63.7	112	75.0	29.6	11.3	97	37.1	114	42.1	112	51.8	14.7	9.7
Reclassified†	32	53.1	32	87.5	47	87.2	34.1	-0.3	32	50.0	32	56.3	47	59.6	9.6	3.3
Initially Eng. Speaking	65	41.5	81	54.3	65	66.2	24.7	11.9	65	30.8	82	36.6	65	46.2	15.4	9.6
Econ. Disadv.*	152	34.9	135	52.6	119	61.3	26.4	8.7	155	27.1	139	34.5	120	45.0	17.9	10.5
Non-Econ. Disadv.	0	-	18	61.1	19	84.2	-	23.1	0	-	18	61.1	19	63.2	-	2.1
Gifted	39	59.0	36	72.2	26	88.5	29.5	16.3	39	51.3	36	58.3	26	84.6	33.3	26.3
Not Gifted	113	26.5	117	47.9	112	58.9	32.4	11.0	116	19.0	121	31.4	113	38.9	19.9	7.5
With Disabilities	27	7.4	19	5.3	17	11.8	4.4	6.5	27	7.4	19	10.5	17	17.6	10.2	7.1
WO Disabilities	125	40.8	134	60.4	121	71.9	31.1	11.5	128	31.3	138	41.3	122	51.6	20.3	10.3
Homeless	6	-	6	-	9	-	-	-	6	-	6	-	9	-	-	-
Foster	0	-	3	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Garfield Elementary
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	58	32.8	47	46.8	35	68.6	35.8	21.8	58	25.9	49	34.7	35	57.1	31.2	22.4
Female	28	42.9	21	42.9	20	70.0	27.1	27.1	28	17.9	21	19.0	20	55.0	37.1	36.0
Male	30	23.3	26	50.0	15	66.7	43.4	16.7	30	33.3	28	46.4	15	60.0	26.7	13.6
African American	9	-	9	-	6	-	-	-	9	-	9	-	6	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	40	32.5	29	41.4	26	69.2	36.7	27.8	40	22.5	30	26.7	26	53.8	31.3	27.1
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	8	-	4	-	0	-	-	-	8	-	4	-	0	-	-	-
Multiracial	1	-	3	-	1	-	-	-	1	-	4	-	1	-	-	-
English Learner	28	21.4	19	26.3	11	18.2	-3.2	-8.1	28	14.3	20	25.0	11	36.4	22.1	11.4
English-Speaking	30	43.3	28	60.7	24	91.7	48.4	31.0	30	36.7	29	41.4	24	66.7	30.0	25.3
Reclassified†	5	-	3	-	11	100.0	-	-	5	-	3	-	11	63.6	-	-
Initially Eng. Speaking	25	36.0	25	56.0	13	84.6	48.6	28.6	25	32.0	26	34.6	13	69.2	37.2	34.6
Econ. Disadv.*	58	32.8	41	46.3	32	65.6	32.8	19.3	58	25.9	43	32.6	32	53.1	27.2	20.5
Non-Econ. Disadv.	0	-	6	-	3	-	-	-	0	-	6	-	3	-	-	-
Gifted	13	69.2	9	-	6	-	-	-	13	61.5	9	-	6	-	-	-
Not Gifted	45	22.2	38	39.5	29	65.5	43.3	26.0	45	15.6	40	25.0	29	48.3	32.7	23.3
With Disabilities	9	-	19	5.3	17	11.8	-	6.5	9	-	19	10.5	2	-	-	-
WO Disabilities	49	34.7	42	52.4	33	72.7	38.0	20.3	49	26.5	44	38.6	33	57.6	31.1	19.0
Homeless	1	-	1	-	9	-	-	-	1	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Garfield Elementary
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	45	33.3	58	53.4	50	60.0	26.7	6.6	48	29.2	58	32.8	50	46.0	16.8	13.2
Female	23	26.1	29	65.5	22	68.2	42.1	2.7	26	23.1	29	31.0	22	40.9	17.8	9.9
Male	22	40.9	29	41.4	28	53.6	12.7	12.2	22	36.4	29	34.5	28	50.0	13.6	15.5
African American	9	-	8	-	11	54.5	-	-	10	40.0	8	-	11	45.5	5.5	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	27	25.9	43	55.8	31	61.3	35.4	5.5	29	24.1	43	27.9	31	41.9	17.8	14.0
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	3	-	6	-	4	-	-	-	3	-	6	-	4	-	-	-
Multiracial	4	-	1	-	2	-	-	-	4	-	1	-	2	-	-	-
English Learner	15	13.3	15	26.7	10	20.0	6.7	-6.7	18	11.1	15	13.3	10	40.0	28.9	26.7
English-Speaking	30	43.3	43	62.8	40	70.0	26.7	7.2	30	40.0	43	39.5	40	47.5	7.5	8.0
Reclassified†	7	-	15	86.7	13	84.6	-	-2.1	7	-	15	53.3	13	61.5	-	8.2
Initially Eng. Speaking	23	39.1	28	50.0	27	63.0	23.9	13.0	23	34.8	28	32.1	27	40.7	5.9	8.6
Econ. Disadv.*	45	33.3	50	50.0	44	56.8	23.5	6.8	48	29.2	50	24.0	44	47.7	18.5	23.7
Non-Econ. Disadv.	0	-	8	-	6	-	-	-	0	-	8	-	6	-	-	-
Gifted	12	41.7	13	76.9	9	-	-	-	12	41.7	13	53.8	9	-	-	-
Not Gifted	33	30.3	45	46.7	41	56.1	25.8	9.4	36	25.0	45	26.7	41	39.0	14.0	12.3
With Disabilities	8	-	10	10.0	17	11.8	-	1.8	8	-	10	20.0	17	17.6	-	-2.4
WO Disabilities	37	40.5	48	62.5	44	68.2	27.7	5.7	40	35.0	48	35.4	44	52.3	17.3	16.9
Homeless	2	-	6	-	4	-	-	-	2	-	6	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Garfield Elementary
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	49	38.8	48	60.4	53	66.0	27.2	5.6	49	26.5	50	46.0	54	42.6	16.1	-3.4
Female	26	34.6	21	71.4	27	74.1	39.5	2.7	26	23.1	22	45.5	27	37.0	13.9	-8.5
Male	23	43.5	27	51.9	26	57.7	14.2	5.8	23	30.4	28	46.4	27	48.1	17.7	1.7
African American	8	-	9	-	7	-	-	-	8	-	9	-	7	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	1	-	-	-
Hispanic	32	34.4	28	60.7	38	65.8	31.4	5.1	32	28.1	30	46.7	38	39.5	11.4	-7.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
Multiracial	3	-	4	-	2	-	-	-	3	-	4	-	2	-	-	-
English Learner	12	8.3	6	-	5	-	-	-	12	0.0	8	-	6	-	-	-
English-Speaking	37	48.6	42	66.7	48	70.8	22.2	4.1	37	35.1	42	45.2	48	47.9	12.8	2.7
Reclassified†	20	45.0	14	85.7	23	82.6	37.6	-3.1	20	45.0	14	50.0	23	56.5	11.5	6.5
Initially Eng. Speaking	17	52.9	28	57.1	25	60.0	7.1	2.9	17	23.5	28	42.9	25	40.0	16.5	-2.9
Econ. Disadv.*	49	38.8	44	61.4	43	62.8	24.0	1.4	49	26.5	46	47.8	44	36.4	9.9	-11.4
Non-Econ. Disadv.	0	-	4	-	10	80.0	-	-	0	-	4	-	10	70.0	-	-
Gifted	14	64.3	14	64.3	11	100.0	35.7	35.7	14	50.0	14	50.0	11	81.8	31.8	31.8
Not Gifted	35	28.6	34	58.8	42	57.1	28.5	-1.7	35	17.1	36	44.4	43	32.6	15.5	-11.8
With Disabilities	10	0.0	19	5.3	9	-	-	-	10	0.0	19	10.5	9	-	-	-
WO Disabilities	39	48.7	44	65.9	44	75.0	26.3	9.1	39	33.3	46	50.0	45	46.7	13.4	-3.3
Homeless	3	-	5	-	2	-	-	-	3	-	5	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	-	-	0	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Garfield Elementary
TITLE I PARENT INVOLVEMENT POLICY WITH INTEGRATED
HOME/SCHOOL COMPACT 2018-19

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. We collect information from parents during coffee with the principal and at SSC meetings.

It has distributed the policy to parents of Title I students.
During back to school nights, Coffee with the principal.

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. This is during our back to school nights and Coffee with the Principal.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. During our back to school nights and 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. **This happens during our Coffee with the Principal and SSC meetings.
- The school provides parents of Title I students with timely information about Title I programs. This is done during our back to school night and parents are informed to attend.
- 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. This happens during our Coffee with the Principal 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. A message is sent out to parents and are invited.

Home 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

Our parents are invited to review what we have

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. This is during our back to school evening, family arts Friday, SSC meetings and Coffee with the Principal.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- 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. Through parent meetings, such as Coffee with the Principal and SSC.
- 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.
- 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. Flyers are sent in the Spanish for our biggest student demographics.
- The school provides support for parental involvement activities requested by Title I parents. Parent workshops during Coffee with the Principal.

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. This is during Parent –Teacher Conference. Also, during coffee with the principal.

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified School District

Garfield Elementary

4487 Oregon, San Diego, California 92116 Phone: (619) 362-4300 Fax:

Garfield Elementary K-5 SCHOOL HOME/SCHOOL COMPACT

Garfield School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary, 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 Common Core standards.

The Home/School Compact is in effect during school year 2018-19.

School Responsibilities:

Garfield Elementary School 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:**

Garfield Elementary School works closely with San Diego Unified in the implementation of high-quality curriculum in the subject areas of Math, Language Arts, Science, Physical Education, Health and Social Studies. Garfield School also incorporates successful programs in the subject areas of Reading & Writing and Science. The curriculum and instruction at Garfield has been shown to be highly effective and continues to be reviewed by the Instructional Team.

- 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.**

Parent conferences will be held during the following dates for the 201-2012 school year:

Twice a year. See office for actual dates.

- 3. Provide parents with frequent reports on their child's progress.**

Teachers are always available to discuss student's individual progress. In addition, progress reports are provided for all students in Grades K-5 three times a year. The cycle dates are as follows:

Cycle 1: About beginning of November

Cycle 2: About middle March

Cycle 3: about end of July

- 4. Provide parents reasonable access to staff.**

Parent conferences are held twice a year, but parents are always invited and welcomed to make appointments with teachers and staff at Garfield School. Classroom visits are welcomed and encouraged, in order for parents to see first-hand their child's progress in the classroom.

Other Parent Activities:

Family Events, Holiday Celebrations, and Academic Awards Assemblies are held throughout the year and provide opportunities for parents to interact with teachers and staff. Parent meetings and Parent Educational Workshops provided at the Ballard Center.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are invited to visit their child's classroom at any time throughout the school year. Parents may volunteer in classrooms and participate regularly upon meeting the district requirements. The district requires the completion of a volunteer application and proof of Tuberculosis (T.B.) testing for parents helping more than three times.

Parent Responsibilities:**We, as parents, will support our child's learning by:**

- Monitoring attendance
- Making sure that homework is completed every night
- Making sure that students will have 30 minutes of reading, response to reading, math, SBAC prep work, Achieve 3000, ST Math, Raz kids reading, Vocabulary work
- Communicating with teacher by checking homework on a daily basis
- Monitoring amount of television my child watches
- Volunteering in my child's classroom
- Attending meetings and all other after hours parent activities here at the School
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school, the teacher 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 School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups

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

- Do my homework every day and ask for help when I need it
- Read at least 30-45 minutes every day outside of school time
- Write a response to literature once a week
- Use Achieve 3000 or Raz Kids, ST math
- Use ST math for homework at home and/or during the vacation
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Show respect for everyone.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

Site: 0124 Garfield Elementary	09800 LCFF		30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 39,032.00		\$ 80,315.00		\$ 1,440.00
Certificated Salaries		\$ 21,141.00		\$ 44,509.00		\$ -
1157 Classroom Teacher Hrly		\$ 831.00		\$ -		\$ -
1192 Prof&Curriclm Dev Vist Tchr		\$ 18,649.00		\$ 44,509.00		\$ -
1971 NonClstrm Prof&Curriclm DevHrly		\$ 1,661.00		\$ -		\$ -
Classified Salaries		\$ 3,450.00		\$ 5,544.00		\$ -
2151 Classroom PARAS Hrly		\$ 3,350.00		\$ 5,544.00		\$ -
2162 Sp Ed Instr Behavior Tech Hrly		\$ 100.00		\$ -		\$ -
Employee Benefits		\$ 5,290.81		\$ 10,650.43		\$ -
Books and Supplies		\$ 7,000.00		\$ 9,413.00		\$ 1,440.00
4301 Supplies		\$ 7,000.00		\$ 9,413.00		\$ -
4304 Inservice supplies		\$ -		\$ -		\$ 1,440.00
Services and Other Operating		\$ 2,150.00		\$ 10,199.00		\$ -
5721 Interprogram Svcs/Duplicating		\$ 150.00		\$ -		\$ -
5735 Interprogram Svcs/Field Trip		\$ 2,000.00		\$ -		\$ -
5841 Software License		\$ -		\$ 10,199.00		\$ -

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX F
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Garfield Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Teachers planning together/creating lessons during PLCs four times or more a year. They discuss student data, calibrate student writing, prepare next steps. Special Ed teachers come in and talk about their students and how they are doing. They also learn about what is happening in the classroom.
CLOSING THE ACHIEVEMENT GAP	Our SBAC scores were positive this past year. Continue to focus on students of different demographics. We are one of 21 schools with Distinguished school award.
PROFESSIONAL DEVELOPMENT	Professional Development happens during PLC or half day PD or staff meeting. We have had Professional Development such as technology and PD on Guided reading.
GRADUATION/PROMOTION	Tier 1 is implemented school wide. Interventions for tier 2 for students needing additional help is provided to the areas that are needed. Students from 3-5 are closely monitored because their results indicate they need more support.
PARENT ENGAGEMENT	Parents participate in school wide events, such as Science Art Night, Math Art Night, Literacy Night, Family Art Fridays and parent conferences.