

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **GARFIELD ELEMENTARY SCHOOL**

**2020-21**

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
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*



**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**  
**RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME:** Garfield Elementary

**DUE: October 5, 2020**

**SITE CONTACT PERSON:** Lali Barhoumi

**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 1 Schoolwide Programs (SWP)     CSI School

**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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                  | Date of presentation: 9/24/2020        |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)     | Date of presentation:                  |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)       | Date of presentation:                  |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: 9/24/2020        |
| <input checked="" type="checkbox"/> Other (list): <u>                (ILT)                </u> | Date of presentation: <u>9/23/2020</u> |

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: 9/24/20

**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.**

                    Lali Barhoumi                      
Type/Print Name of School Principal

                    /Lali Barhoumi/ 10/6/2020                      
Signature of School Principal / Date

                    Monica George-Halling                      
Type/Print Name of SSC Chairperson

                    /Monica George-Halling/ 10/6/2020                      
Signature of SSC Chairperson / Date

                    Denise Moreno                      
Type/Print Name of ELAC Chairperson

                    /Denise Moreno/ 10/6/2020                      
Signature of ELAC Chairperson / Date

                    Mitzi Merino                      
Type/Print Name of Area Superintendent

                    Mitzi Merino                    10/6/2020                      
Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide Program. The staff at Garfield Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Garfield Elementary work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to a high-quality education that includes rigorous lessons that are standards-based. This school plan for Student Achievement includes goals and strategies that will continue to improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT**

At Garfield, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all stakeholders to create a culture of achievement. In 2019-20, stakeholders were involved in the 2020-21 budget development process via multiple meeting opportunities to dialogue and solicit input. Below are the meetings involved:

\*Principal met with parents during Coffee with the Principal. A message was sent to all the PreK-5th grade parents.

\*This meeting was held in the morning of May 2020.

\*Parents were informed by giving them updated data from our variety of students' results. The need was strongly needed in Literacy in the areas of reading. By looking at the data parents were informed about the need of literacy intervention in K-5. The information was given in Spanish and parents were given the opportunity to give feedback and suggestions.

\*Garfield Principal presented to SGT on May 2020.

The following meetings took place in the month of January 2020

Staff meeting: the staff was informed of our current data, and how we are doing with the supports.

SSC met to look at and analyze student survey

SSC met and reviewed the approved 20-21 Budget

SSC met and discussed the SPSA and LCFF evaluations

In June 2020, SSC met to develop the school parent Compact and Parent Involvement Policy

September 24, 2020 - SSC met to revise and approve School Parent Compact and Parent Engagement and involvement Policy

September 24, 2020 - ELAC provided input regarding goals for English Language Learners.

September 24, 2020 - SSC reviewed the 2020-21 SPSA.

### **RESOURCE INEQUITIES**

Garfield Elementary has a population of 275 students. Our root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of the 2018-19 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA and Math. Due to COVID 19 safeguards, state data was not available. The following analysis is still valid.

In the 2018-19- school year, our 3rd-grade students met or exceeded grade-level standards were at 73% (ELA) and 80% (Math). This specific group of students decreased by 10.7 percentage points in ELA and 33 percent in Math.

In the 2018-19 school year, our 4th-grade students met or exceeded grade-level standards were at 69% (ELA) and 47.2% (Math). This specific group of students decreased by 16 percentage points in ELA and 32 percent in Math.

In the 2018-19 school year, our 5th-grade students met or exceeded grade-level standards were at 76.7% (ELA) and 61.3% (Math). This specific group of students grew 19 percentage points in ELA and 18 percent point in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

The school's overall data for the 2018-19 school year indicates 73% of our 3rd-5th grade students met or exceeded standards in ELA. Based on the data, we had growth and will continue the focus on improving student achievement and closing the achievement gap. Over 88% of Garfield's student population is considered socioeconomically disadvantaged.

Our results demonstrate that we are on the right path and need to continue to focus on ELA. When examining our student subgroups as they move from 3rd to 5th grade. Our 4th-grade students dropped 16% points in ELA. However, the overall school data indicates an increase in ELA from 68% to 73%. In math, our 3rd and 5th grade increased with 33% for 3rd and 18% for 5th grade in math. Our 4th grade dropped in math by 32% points. However, overall our ELA increased by 6% points and our Math gained 10% points in math.

We will continue supporting student progress in both ELA and Math. Professional development and Professional Learning communities will focus on studying and gaining an in-depth understanding of common core standards, create goals, and create a backward design model with the end in mind. Teachers participated in monthly PLCs while visiting teachers were working in the classroom. In addition, our PLCs focused on strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists.

We administer the Fast and Achieve 3000 assessments on a quarterly basis for grades 2-5th grade. TK-5th were monitored on common formative assessments and grade-level teams on a bi-monthly basis in Reading, Math, and Writing. We used reading programs like Achieve 3000, as a reading intervention program that targeted increasing reading skills in ELA.

Overall, the positive increase and meeting our goal in ELA and Math was due to the services we purchased such as visiting teachers in order to have Professional Learning Communities, Reading Intervention supports for students TK-5th grade, support in ELs and compliance &

monitoring, intervention technology programs in ELA & Math, supplies that support instruction, teacher hourly for afterschool curriculum development, literacy workshops, and close communication/meetings with parents on student progress. Even though we had the pandemic, our stakeholders were kept informed through 2019-20. Our SSC meetings through zoom met to discuss the SPSA. Also, due to the pandemic, we did not have any new state data from last year. Some of the inequities are due to some of our families having a difficult time logging in and able to participate in distance learning due to family obligations.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Wholley, Melvin	Parent
Lali Barhoumi	Principal
Goerge-Halling Monica	Teacher
Sevanne Quinn	Teacher
Frances Diaz	Parent
Yadira Llanes-Torres	Teacher
Denise Moreno	Parent
Yvonne Spayd	Other
Latoya Simpson	Parent
Brigitte Javier Collins	Parent

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At the beginning of the year, we noticed a significant decrease in behavior issues. This improvement was due to the strategies that included the work by our counselor and staff. At the time of transition to online learning, our data indicated an improvement in student behavior and the school culture. Prior to the COVID 19 transition, our chronic absenteeism decreased due to the strategies employed in this goal. During online learning, we had perfect attendance. This was due to a strong connection between families and staff.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only differences were due to the transition to online learning.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the positive results we were having, we do not see a need for change. We are exploring how the counselor can improve their online presence. Site administration's use of Class Dojo improved communication with all stakeholders. This practice will continue.

#### \*Goal 1 - Safe, Collaborative and Inclusive Culture



## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Decrease the overall school wide chronic absenteeism rate	3.1%	2.8%	Attendance	trimester
June 2021	TK-5th	Decrease the overall suspension rate	4.8%	4.0%	Suspension	trimester
June 2021	Tk- 5th	Increase the average parent involvement 49%	49%	53.9%	CAL-SCHLS (CSPS)	Annually

### \*Identified Need

On the California Dashboard for 2019, Garfield Elementary was in the red Chronic Absenteeism and in yellow in Suspension Rates. The goal is to have them at a green level. The overall school chronic absenteeism rate is 20.3%, an increase of 3.9% (this data is for the school year 18-19)

Chronic Absenteeism Rates (Subgroups):

English Learners= 22.3%

Socioeconomically Disadvantage= 21.9%

Students with disabilities =26.5%

African American =18.4%

Hispanic =20.1%

Our highest area of Chronic Absenteeism are SWD.

According to the California Dashboard (2018), Garfield's suspension rate was 4.3% (Students were suspended at least one time).

Suspension Rates (Subgroups):

English Learners 5.1%

Hispanic students=3.6%

Students with Disabilities =10.4%

African American = 8.8%

Socioeconomically Disadvantaged students=4.5 %

According to the 2018 California School Parent Survey (CSPS) Key Indicators of School Climate, Student Behavior, and Parental Involvement, the average parent involvement rate is at 59% (with the response of "strongly agree" in each of the indicators (see below). 41 parents completed the survey in a student population of 210 students (as of July 19, 2019).

Parent Involvement (indicators):

-School Allows input and welcomes parents' contributions =59% strongly agree, and 39% with agree=98%

-School encourages me to be an active partner with the school in educating my child=56% strongly agree, 34% agree.= 90%

School actively seeks the input of parents before making important decisions=44% strongly agree, 41% agree= 85%

Parents feel welcome to participate at this school 63%, 32% agree= 95%

School promotes academic success for students=54%, 39%= 93%  
 School has adults that care=55%, 37%=92%  
 School treats all students with respect=68%  
 School clearly communicates the consequences of breaking rules=61%  
 School clearly enforces school rules equally=56%

**\*Online Learning Implications**

Garfield currently has an attendance monitoring system that supports teachers, and students. This system helps us reach students that for some reason have not been successful online learning or have been absent during online learning. The counselor has a spreadsheet in which teachers add names of students that have been absent for more than two days. The counselor then does home visits and connects with families.

Tier 1 - Classroom Teachers are required to take attendance daily in PowerSchool. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments or make a wellness connection.

Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK- 5	Students with Disabilities	Suspension decrease	11.4%	8.0%	Suspension	Annually
June 2021	TK-5	Black or African American	Suspension decrease	8.3%	6.0%	Suspension	Annually
June 2021	TK-5	Students with Disabilities	Chronic Absenteeism decrease	18%	8.0%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Chronic Absenteeism decrease	22.3%	9%	Chronic Absenteeism	Annually

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at Garfield Elementary will benefit from this strategy/ activity in the area of **Suspensions**, specifically the following subgroups: Students with Disabilities & African American,

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All students at the school will benefit from this strategy/ activity in the area of **Chronic Absenteeism**, specifically the following subgroups: Students with Disabilities.

Note\*: Over 88% of Garfield Elementary's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

### \*Strategy/Activity - Description

According to the California Dashboard, there are some inequities in the areas of chronic absenteeism and suspension rates (both areas in yellow and orange) for our students with disabilities and African Americans. Garfield Elementary school community has worked on a plan with Positive Behavior and 2nd Step program to address student behavior. Collaboratively as a school, we put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The certificated staff along with the Principal, school counselor, special ed teachers monitor attendance and social-emotional needs through referrals and teacher requests.

In order to create a positive impact in student social and emotional areas, a positive behavioral plan was created jointly by teachers, special ed teachers, parents, and principal, to better support student behavior with positive intervention supports.

For our chronic absenteeism, there will be consistent monthly monitoring by our office staff, special ed teachers, counselor, intervention support staff, and strong communication with families to ensure that students are in school. Our special ed teachers will work closely with families to bridge with them and support them to build student's strong family connections and build confidence to allow students to maximize their learning, be at school, and bridge a strong connection between families and the school.

In addition, according to our CHPS in parent engagement, our goal is to increase parent engagement and strengthen the home-school relationships with families. During our Professional Learning Communities, teachers planned to have parent engagement opportunities such as parent-teacher conferences, Family Fridays, Parent Teacher Organization, Coffee with the principal, and school wide activities.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01240	Classroom PARAS Hrly		\$9,218.00	\$12,240.59	0124-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		SEA to assist in Friendship circles and intervention and engagement in behavior support
N012460	Supplies		\$10,336.00	\$10,336.00	0124-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies to assist with behavior and absenteeism. Students will use supplies for activities and goals.
N01249Q	Prof&Curriclm Dev Vist Tchr		\$15,348.00	\$18,769.07	0124-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for teachers to meet and discuss student progress towards stated goals.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Garfield Elementary met and exceeded its goal from 68% to 73%. Our increase in our English Language Arts goal was due to the allocation of resources in the areas of interventions in reading and writing as well as supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development to plan tier 1 and tier 2 instruction.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The allocated funds were used properly, such as interventions as described. These strategies worked and will be continued to close the achievement gap in ELA.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID 19 safeguards, these changes will continue for this year.

According to our data, we met and exceeded our ELA & Math goals, and therefore we will continue to follow our strategic plan/ path. More funds will be allocated for teacher hourly so they can create additional formative assessments to monitor student learning and planning outside the teaching day.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5th	Increase the percentage of meeting and exceeding grade level standards	73%	76%	CAASPP ELA	Annually
June 2021	TK-2	Increase the percentage of levels in DRA	50%	57%	DRA 2	Bi-Monthly

**\*Identified Need**

The school's overall data for the 2018-19 school year indicates 73% of 3rd-5th grade students met or exceeded standards in ELA. This group is addressed in the goal for all students.

To continue the path of increasing in ELA academics, we will continue with Professional Learning Communities, monitor learning, and implement our strategic plan of supporting students at risk with needed interventions. We will continue monitoring reading in TK-2 to build a strong reading foundation in their early years which is needed for them to do well in the upper grades and do well in the CAASP.

**\*Online Learning Implications**

Garfield Elementary has implemented structures and supports to help monitor and evaluate effectiveness in order to accelerate their learning in English Language Arts.

-Flexibility for teachers to provide both whole group, small group and individual instruction as they see fit

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase	17%	21%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase	54%	58%	CAASPP ELA	Annually

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June 2021	3-5	Black or African American	Increase	58.8%	63%	CAASPP ELA	Annually
June 2021	3-5	Hispanic or Latino	Increase	69%	73%	CAASPP ELA	Annually

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and African American students. Over 88% of Garfield Elementary's student population is considered socioeconomically disadvantaged. This group is addressed to increase ELA percentage scores on CAASPP.

#### \*Strategy/Activity - Description

Garfield Elementary met and exceeded its goal from 68% to 73% due to our focus in ELA, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of literacy, Tier 1, interventions in reading and writing, and supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities and collaboration/professional development to analyze student data, absenteeism, behavior and implement targeted instruction and meeting their social-emotional needs for all subgroups. Additional time for paras to push in and provide support for struggling students and supplies such as journals, pencils, chart paper, etc are supplied as well.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01241T	Prof&Curriclm DevHrlyClstrmTchr		\$4,089.00	\$5,000.44	0124-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teachers meet after school to write curriculum to support unduplicated students meeting the goals established for reading and writing.
N01241U	Interprogram Svcs/Field Trip		\$4,000.00	\$4,000.00	0124-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Field trips to provide connections to real life examples of the curriculum students are learning.
N01247G	Prof&Curriclm Dev Vist Tchr		\$27,439.00	\$33,555.16	0124-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		To create release time for teachers to meet in PLCs to analyze data and develop interventions for students that are below standards.
N0124C9	Software License		\$13,600.00	\$13,600.00	0124-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		To support students in ELA goals we are using software to supplement the district curriculum in writing and reading. This intervention also supports the development of academic language and vocabulary.

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	Classroom PARAS Hrly				0124-30100-00- 2151-1000- 1110-01000- 0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01240	Para push in to support intervention strategies in reading and writing.
	Prof&Curriclm Dev Vist Tchr				0124-09800-00- 1192-1000- 4760-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01249Q	To create release time for teachers to meet in PLCs to analyze data and develop interventions for students that are below standards.
	Supplies				0124-30100-00- 4301-1000- 1110-01000- 0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N012460	Instructional supplies to supplement and support our Title I students.

**\*Additional Supports for this Strategy/Activity**

Classroom teachers investing time to implement strategies for emotional, social awareness, and meet with students at some point in the day.

**Goal 3 - Mathematics**

**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Visiting teachers were provided to release teachers during Professional Learning Communities and professional collaboration and development.

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The allocated funds were used properly, and as described. The focus areas we worked on were Tier 1, interventions, social-emotional supports, parent engagement, PLCs, teacher hourly to plan curriculum, and afterschool Math workshops. They will continue to be implemented to close the achievement gap.

**\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

According to our data, we met and exceeded our Math goals, and therefore we will continue to follow our strategic plan/ path. More funds will be allocated for teacher hourly so they can create additional formative assessments to monitor student learning.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5th	Increase the percentage of	63%	65%	CAASPP Math	Annually



## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		meeting and exceeding grade level standards				
June 2021	TK-2	Increase the percentage in Math	40%	49%	End of Unit Assessments	Bi-Monthly

**\*Identified Need**

The school's overall data for 2018-19 indicates that we went from 54% to 63% for students who met or exceeded standards in 3rd-5th grade. This group is addressed in the goal for all students.

In addition, teachers are work together during PLCs to analyze math in order to support their learning with end of the year assessments.

As a result of this focus, we will continue to provide resources/support for Professional Learning Communities, interventions, teacher hourly planning, and workshops. We will analyze data and plan lessons in Math in our to build a transferable strong foundation that will support students to do well in the upper grades on Math CAASPP and lower grades in end of the unit assessments in order to close the achievement gap.

**\*Online Learning Implications**

**Garfield Elementary has implemented structures and supports to help monitor and evaluate effectiveness in student learning in order to accelerate their learning in Math.**

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5th	Students with Disabilities	Increase	11%	14%	CAASPP Math	Annually
June 2021	3-5th	English Learner	Increase	40%	44%	CAASPP Math	Annually
June 2021	3-5th	Black or African American	Increase	61%	65%	CAASPP Math	Annually
June 2021	3-5th	Hispanic or Latino	Increase	62%	66%	CAASPP Math	Annually

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and African American students. Over 88% of Garfield Elementary's student population is considered socioeconomically disadvantaged. This group is addressed to increase their Math percentage scores on CAASPP.

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Strategy/Activity - Description**

Garfield Elementary met and exceeded its goal from 54% to 63% due to our focus on Math, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of using ELA to transfer to Math, Tier 1, and supporting students at risk. Other supports include using technology as an intervention, visiting teachers to release time during Professional Learning Communities and collaboration/professional development to analyze: student data, absenteeism, and student behaviors for all subgroups. Supplies such as journals, pencils, chart paper, etc are supplied as well.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0124N	Prof&Curriclm Dev Vist Tchr		\$25,480.00	\$31,159.49	0124-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		To create release time for teachers to meet in PLCs to analyze data and develop interventions for students that are below standards.
N0124CL	Supplies		\$200.00	\$200.00	0124-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplementary instructional materials to support math development
	Prof&Curriclm Dev Vist Tchr				0124-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01247G	To create release time for teachers to meet in PLCs to analyze data and develop interventions for students that are below standards.
	Prof&Curriclm DevHrlyClstrmTchr				0124-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01241T	Classroom teachers developing supplemental support for our unduplicated students. These supports are interventions to increase their math literacy.
	Software License				0124-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0124C9	Software interventions to supplement district online learning.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Garfield Elementary's EL goal was 80% and we met and exceeded with 100% according to ELPAC results. Our increase in our English Language Arts goal was due to the allocation of resources in the areas of interventions in reading & writing and supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development. In addition, we funded hourly curriculum time for teacher to write lessons for student needs.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Garfield Elementary's EL goal was 80% and we met and exceeded with 100% according to ELPAC results.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Garfield Elementary's EL goal was 80% and we met and exceeded with 100% according to ELPAC results. Therefore, we will continue the strategic plan we have been using.

**\*Integrated English Language Development**

Professional development will include strategies that support all learners, and especially English Language Learners. Teachers with ELs have daily ELD to support our English learners.

**\*Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Teachers during Professional Learning communities will meet to analyze student data. Common formative assessments will be created based on data and student standards. Setting language goals and targets will be a common practice in all PLCs. ELD assessments, reading assessments, ELPAC data, and SBAC results will be used to monitor and plan for instruction.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase	40%	44%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase	54%	58%	CAASPP ELA	Annually

**\*Identified Need**

English Learner students make up 40% of the overall student population. According to the CA Dashboard 18-19 SBAC data, English Learner students are performing at 54% which meets and exceeds our goal for ELA.

English Learner students make up 40% of the overall student population. According to the CA Dashboard 18-19 SBAC data results, English Learner students are performing at 40% which meets and /or exceeds our Math goal.

**\*Online Learning Implications**

- At Garfield Elementary, our teachers and staff are using:
- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.
  - Formative assessment data will be collected, analyzed and feedback given to students.
  - Online professional development modules with iELD (integrated English Language)

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	RFEP	Increase	89%	95%	CAASPP ELA	Annually
June 2021	3-5	RFEP	Increase	79%	95%	CAASPP Math	Annually
June 2021	3-5	English Learner	Keep reclassification numbers at or above 95%	95%	95%	Other (Describe in Objective)	Annually

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

Professional Development will include specific topics for Designated ELD to further learning for students that are reclassified and are standards-based. Teachers during Professional Learning communities will meet to analyze student data and create lessons and assessments to monitor student learning. Common formative assessments will be created based on data. Standards setting SBAC goals and targets will be a common practice in all PLCs. ELPAC assessments are conducted to determine developmentally appropriate instruction. Supplies such as journals, pencils, chart paper, etc are also supplied.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01241B	Other Nonclsrn PARAS Hrly		\$2,795.00	\$3,711.49	0124-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners		To support language acquisition with assessments and one on one interventions to support literacy.
N0124BH	Supplies		\$993.00	\$993.00	0124-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Instructional and Assessment materials to support language proficiency.
	Prof&Curriclm Dev Vist Tchr				0124-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01249Q	To support EL reclassification, visiting teachers to implement the ELPAC
	Prof&Curriclm Dev Vist Tchr				0124-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 3 - Mathematics   Ref Id : N0124N	Release time for teachers to meet in PLCs to look at student achievement data in ELA and Mathematics and develop intervention strategies to support our EL population.
	Prof&Curriclm DevHrlyClsrnTchr				0124-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N01241T	Writing intervention lessons to support our ELs with academic language.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At the beginning of the year, we noticed a significant decrease in behavior issues. This improvement was due to the strategies that included the work by our counselor and staff. At the time of transition to online learning, our data indicated an improvement in student behavior and the school culture. Prior to online learning, chronic absenteeism decreased due to the strategies employed in this goal. During online learning, we had perfect attendance. This was due to a strong connection between families and staff.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Only differences were due to the transition to online learning.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the positive results we were having we do not see a need for change. We are exploring how the counselor can improve their online presence. Site administration's use of Class Dojo improved communication with all stakeholders. This practice will continue.

#### \*Goal 5- Students with Disabilities

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase in ELA (CAASPP)	17% %	20%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase in Math (CAASPP)	11%	15%	Other (Describe in Objective)	Annually
June 2021	3-5	Decrease in Chronic Absenteeism	18%	14%	Other (Describe in Objective)	Semi Annually
June 2021	3-5	Decrease Suspension rates	11.4%	8%	Other (Describe in Objective)	Annually

### \*Identified Need

According to our CAASPP results, 17% of Special Ed students are meeting or exceeding ELA standards.  
According to our CAASPP results, 11% of Special Ed students are meeting or exceeding Math standards.

### \*Online Learning Implications

Implementation of IEP Services in Online Learning Setting

Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.

All staff will be working as a team to support all students to accelerate their learning.

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Students with Disabilities	Increase	90%	100%	Progress Reports on IEP Goals	Quarterly

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All Special students at the school will benefit from this strategy/activity, specifically students with disabilities.

#### \*Strategy/Activity - Description

Teachers will collaborate to monitor student progress reports for students with IEPs. In addition, they will be monitored in areas of reading, writing, and math.

#### \*Proposed Expenditures for this Strategy/Activity

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N012471	Special Ed Tech Clsrm Hrly		\$331.00	\$439.54	0124-09800-00-2154-1110-5750-01000-4216	LCFF Intervention Support	Foster Youth, Low-Income		To support the SWD in the classroom PARAS will be trained in PROACT supports for the student.
N0124CM	Sp Ed Instr Behavior Tech Hrly		\$96.00	\$127.47	0124-09800-00-2162-1110-5750-01000-4216	LCFF Intervention Support	Foster Youth, Low-Income		To support the SWD in the classroom PARAS will be trained in PROACT supports for the student.
	Prof&Curriclm Dev Vist Tchr				0124-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01247G	Release time for teachers and resource specialists to meet in PLCs and discuss student progress on IEP goals related to Math and ELA



**Goal 6 - Supporting Black Youth**

**Call to Action Belief Statement**

Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**\*Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American students	Increase in ELA	58.8%	63%	Grades	annually
June 2021	3-5	Black or African American students	Increase in Math	61%	65%	Grades	annually

**\*Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Garfield Elementary, site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Garfield Elementary, will develop and implement a site-specific system for tracking classroom referrals.
3. Garfield Elementary, will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Garfield Elementary, will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Garfield Elementary, will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Garfield Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

**\*Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

At Garfield, we want to close the achievement gap for our students. We will be looking at ELA CAASP and suspension rate for our African American or Black students.

### \*Online Learning Implications

At Garfield Elementary, we want all our Black or African American students to be successful:

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

#### \*Strategy/Activity - Description

All students at the school will benefit from this strategy/activity in the area of English Language Art and Math, specifically the following subgroups: African American students. Monthly monitoring will be done in order to adjust and see how our Black and African American students are doing.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0124-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 3 - Mathematics   Ref Id : N0124N	Release time to support teachers in Cultural awareness and bias in curriculum and how to support teachers in creating culturally relevant curriculum for our Black Youth.
	Prof&Curriclm DevHrlyClsrmTchr				0124-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N01241T	Development of intervention lessons around culturally appropriate strategies for our Black Youth.
	Supplies				0124-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N012460	Instructional Materials to support positive gain in behavior, attendance, and academics.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order for parents to be involved, informed, and engaged, our school provides meetings and events to inform parents of the strategic plan, supports, and results of Garfield students. This allows our parents to receive training so they can directly support their children at home and at school. Light refreshments and small tokens are used to encourage parent attendance at meetings and events.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Meetings and events were held to inform parents of student progress. Refreshments were provided to engage and create a safe, collaborative, and inclusive atmosphere. In addition, due to limited custodial staffing, we had limited resources for evening events. Therefore, we had to limit afterschool activities. I will develop a working plan to pay for hourly support groups for afterschool events.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue meetings and events to promote family engagement. In addition, I will be adding group supports to help with events afterschool. Our staff will also work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

#### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Other (Describe in Objective)	Increase parent involvement for all stakeholders	44%	54%	CAL - SCHLS (CSPS)
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### \*Identified Need

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 44% (see indicators). \*Note: The percentages only include the response of "Strongly Agree." 41 parents completed the survey in a student population of 217 students.

#### Parent Involvement (indicators) that include only "Strongly Agree" responses:

- School allows input and welcomes parents' contributions=59%
- School encourages me to be an active partner with the school in educating my child=56%
- School actively seeks the input of parents before making important decisions=44%
- Parents feel welcome to participate at this school=63%

### \*Online Learning Implications

- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase Parent Involvement in school events	63%	73%	Attendance

## Strategy/Activity 1

### \*Families to be served by this Strategy/Activity

All Garfield families and students at this school will benefit from this strategy/activity.

### \*Strategy/Activity - Description

Garfield school will make every effort to directly connect with families and encourage and invite them to attend school events, trainings and parent meetings. Due to Covid 19 we will be changing the funds from inservice materials to stamps and mail awards to students.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01244Q	Inservice supplies		\$1,197.00	\$1,197.00	0124-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Materials to support parent communication and outreach.
N0124AY	Interprogram Svcs/Duplicating		\$160.00	\$160.00	0124-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Duplication of materials for parent information.

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students in 3rd grade met and exceeded their 67% goal in DRA for all 3rd graders. Students in 5th grade also met and exceeded their goal in DRA2. Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies. We will continue the work we are doing.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to successfully meeting our 3rd and 5th grade goal, we will continue this path. Visiting teachers were provided to effectively impact Professional Learning Communities by planning differentiated supports, analyze data, understand social emotional needs, and plan next steps to increase reading and math achievement.

Visiting teachers released classroom teachers to participate in Professional Learning communities, analyze student work, analyze student data and plan for new lessons. In addition, teachers met to plan/analyze student academics, social/emotional needs, and proper assessments .

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to meeting/exceeding our goals in Math and Literacy, we will continue the same strategic path.

<b>*Goal 8- Graduation/Promotion Rate</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Increase the percentage of students reading at or above grade level as measured by the DRA2	45%	55%	Grade 3 ELA Reading	Bi-monthly
June 2021	5th grade	Increase the percentage of students reading at or above grade level as measured by the DRA2	50%	59%	Grade 3 ELA Reading	Bi-monthly

**\*Identified Need**

Data indicated there was a slight gain of 2.8% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.

**\*Online Learning Implications**

At Garfield Elementary,  
-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
February 2021	3rd grade	English Learner	Increase	27%	35%	Grade 3 ELA Reading	Bi monthly
February 2021	5th grade	English Learner	Increase	35%	45%	Grade 5 ELA Reading	Bi monthly
June 2021	3-5 grades	Students with Disabilities	Increase	17%	21%	CAASPP ELA	Annually
June 2021	3-5 grades	Black or African American	Increase	58.8%	63%	CAASPP ELA	Annually

**Strategy/Activity 1**

## Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

We will continue to support students in their academic standards in early intervention. Visiting teachers will release teachers in order for teachers to participate in professional learning communities. Teachers will support, collaborate, plan, and implement differentiated instruction for students especially 3rd and 5th grades in the areas of English literacy. Supplies such as pencils, journals, leveled reading materials are provided.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0124-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N01247G	Release time for teachers to meet in PLCs and monitor student "on track" promotion rates.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

**In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Garfield Elementary to meet or exceed the SPSA goals.**

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, building capacity, paying attention to the work, and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important and collectively acts to propel it through seeking out new learning. The staff knows the end in mind and is involved in the strategic planning of closing the achievement gap.

The goal of closing the achievement gap with our African Americans is based on closely monitoring our data. Student data is based on our bi-monthly data collection from all stakeholders. We are also collecting data from suspensions and implementing social-emotional resources called second step. In addition, we will be connecting with families to be able to support them during the pandemic.

During online learning, we are creating student supports through building a strong healthy foundation for learning. We are monitoring student results and student goals. We are building trusting relationships between the teacher, staff, and students. Our teachers have built-in flex times to reach out to all students. Their needs are being monitored through conversations, doing wellness check-ins, doing assessments, and collecting data from all stakeholders. For students that are not logging on, we are providing support such as packets and directing them to the district IT support offices.



## **APPENDICES**

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

**APPENDIX A****BUDGET SUMMARY**

# Garfield ES Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 71,128.75

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$135,489.25

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 31,159.49
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$ 31,159.49

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 33,201.01
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 33,201.01

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 135,489.25

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount			
Garfield Elementary	09800 LCFF Intervention Support		1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 4,089.00			
			1192	Prof&Curriclm Dev Vist Tchr		\$ 15,348.00			
			2154	Special Ed Tech Clstrm Hrly		\$ 331.00			
			2162	Sp Ed Instr Behavior Tech Hrly		\$ 96.00			
			2955	Other Nonclstrm PARAS Hrly		\$ 2,795.00			
			3000			\$ 5,389.01			
			4301	Supplies		\$ 993.00			
			5721	Interprogram Svcs/Duplicating		\$ 160.00			
			5735	Interprogram Svcs/Field Trip		\$ 4,000.00			
			<b>09800 LCFF Intervention Support Total</b>						<b>\$ 33,201.01</b>
			30100 Title I Basic Program			1192	Prof&Curriclm Dev Vist Tchr		\$ 27,439.00
2151	Classroom PARAS Hrly					\$ 9,218.00			
3000						\$ 9,138.75			
4301	Supplies					\$ 10,336.00			
5841	Software License					\$ 13,600.00			
<b>30100 Title I Basic Program Total</b>						<b>\$ 69,731.75</b>			
30103 Title I Parent Involvement			4301	Supplies		\$ 200.00			
			4304	Inservice supplies		\$ 1,197.00			
<b>30103 Title I Parent Involvement Total</b>						<b>\$ 1,397.00</b>			
30106 Title I Supplmnt Prog Imprvmnt			1192	Prof&Curriclm Dev Vist Tchr		\$ 25,480.00			
			3000			\$ 5,679.49			
<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>						<b>\$ 31,159.49</b>			
<b>Grand Total</b>						<b>\$ 135,489.25</b>			

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



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

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**Garfield Elementary**  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY**  
**HOME/SCHOOL COMPACT 2020-21**

**Garfield Elementary** has developed a written Title I parent & Family Engagement policy with input from parents of Title I students. The principal collects information from parents during coffee with the principal, ELAC committee and at SSC meetings.

**This policy is distributed to parents of Title I students during our fall back to school night.**

The policy describes the means for carrying out the following Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116 ( C).

- Information is distributed during Back to School Night to parents and family members of participating children.
- Parents are sent a school messenger as well as a flyer home.
- Copies available to the community are in the front office.
- This is updated/reviewed and approved on a yearly basis. (ESSA Section 1116(b)(1))

**Title I Parent & Family Engagement Policy 2020-21 of students in Title I, Part A parent, Program**

To involve parents in the Title I Part A, programs at **Garfield Elementary**, the following practices have been established:

Garfield Elementary convenes an annual meeting to inform parents about title 1, part A requirements and about the rights of parents to be involved in the title 1, Part A program (ESSA Section 1116 (C) (1)).

- Back to school night
- Special events
- Family Friday events
- Exhibition Nights
- Parent conferences
- Special articulation meetings

Garfield Elementary offers a variety of formal and informal meetings to parents. (ESSA Section 1 116 © (33)).

- Meetings with support staff-counselor
- Meetings with teachers
- Meetings with principal
- Meetings with principal and staff members
- Coffee with the Principal
- Parent teacher conferences
- Other meetings as needed

Garfield Elementary involves parents of Title I, part A- in an organized, ongoing, and timely way in the planning, and recommendations of improvement of the school's Title 1, Part A programs of parent involvement policy (ESSA section 1116 © (3) ).

- Parents participate in parent teacher meetings to learn the explanation of the curriculum used at the school
- Parents are informed by teachers of assessments used to measure student progress and results during parent/teacher conferences, special meetings and information on student's reports card.
- Parent/Teacher conferences are held multiple times a year.
- Parents are informed about proficiency levels in reading and programs used in the school throughout the year.
- Information is given during Back to School Nights, coffee with the principal regarding how the school is meeting it's yearly goals.

Garfield Elementary provides parents of Title 1, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels student are expected to meeting (ESSA Section 1116©(4)(B)).

- A school messenger is sent out to invite parents to attend meetings.
- Kindergarten Orientation
- Back to School Night
- Coffee with the principal
- Family Friday Literacy and Arts
- SSC meetings
- PTO

Garfield Elementary engages Title 1, Part A Parents in meaningful interactions with the school. The Compact 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:

- Parent meetings
- Back to school night
- Special parent events
- Coffee with the principal
- SSC meetings
- ELAC meetings
- SGT
- PTO

Garfield Elementary provides Title 1, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116 € (1)).

- Parent workshop on common core standards
- Parent teacher conferences
- Report Card summaries
- Academic and goal updates
- Power school parent portal access to student information
- School goal setting for literacy, Achieve 3000, Raz kids, Smarty Ants, ST math, waggles and math held during parent/teacher conferences and Coffee with the principal

Garfield Elementary provides Title 1, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116€(2)).

- Meet with a specially trained support staff (Special Ed. teachers, PE teacher, Counselor, Nurse, Resource teachers)
- Meet with principal and teacher to learn about the interventions parent can work on at home.
- Meet with classroom teacher to learn about what is being taught and learn about the child's next step through homework, etc.

With The assistance of Title 1, Part A- Garfield Elementary educates staff members in the value of parents contributions, and in how to work with parents as equal partners(ESSA Section 1116(e)(3):

- During staff meetings
- During PLCs
- During Professional developments
- Afterschool SSC meetings
- Afterschool school wide events
- Professional Learning communities
- IEP meetings

Garfield Elementary coordinates and integrates the Title 1, Part A parental involvement program with other programs, and conducts other activities, such as parent resources centers, to encourage and support parents to more fully participate in the education of their children (ESSA section 1116 ( e) (4)).

- We have a parent room
- PTO meetings
- SSC meetings
- ELAC meetings
- Parents are informed of Special Ed meetings

Garfield Elementary distributes information related to school and parent programs, meetings, and other activities to title 1, Part A in a format and language that the parents understand (ESSA Section 1116 (e) (5)).

- Flyers
- Bilingual Spanish and English School messenger
- Translations available in Spanish
- Sign language available for our families with special needs or other language as needed.

Garfield Elementary provides support for parental involvement activities requested by Title 1, Part A parents (ESSA section 1116 ((14)).

- Kindergarten orientation
- Back to school night
- Parent teacher conference
- Exhibition Literacy Arts Night
- Exhibition Math Arts Night
- Exhibition Science Arts Night
- Jog-a-thon
- Harvest Festival
- Coffee with the principal
- Turkey trot
- Awards assembly events
- SGT meetings
- SSC meetings
- ELAC meetings
- PTO meetings
- IEP meetings
- Winter Programs
- Fun Field Day
- Promotion Ceremonies



Garfield Elementary provides opportunities for the participation of all Title 1, Part A parents, including parents with limited English proficiency, and parents with disabilities. Information and school reports are provided in a format and language that parents understand (ESS section 1116 (F))

- Parent/teacher conferences-translators are provided to parents
- Special teacher/principal meetings
- Coffee with the principal
- Flyers

If Garfield Elementary program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- During coffee with the principal, the plan is discussed and parents have opportunities to comment and ask questions regarding how our students are doing according to the plan.
- Parents can comment any time in person, during a meeting, by email, or by leaving a message.

This policy was adopted by Garfield Elementary on September 24, 2020 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title 1, Part A program on, or before: September 24, 2020.

Signature of authorized official here \_\_\_\_\_/Frances Alvarez/\_\_\_\_\_

Date approved \_\_\_\_\_September 24<sup>th</sup>, 2020\_\_\_\_\_

**APPENDIX C**

**SCHOOL PARENT COMPACT**

# San Diego Unified School District

## Financial Planning and Development

### Garfield Elementary

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#### Garfield Elementary PreK-5 SCHOOL

#### **Title 1 School Parent Compact**

This school Parent Compact is in effect for 2020-21.

Garfield School distributes to parents and family members of Title I, Part A students, a school Compact. This 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. This compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students and is distributed during back to school night/Special meetings:

#### **Required School Parent Compact provisions**

- **The school's responsibility to provide high-quality curriculum and instruction. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116 (d) (1).**
- **The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116 (D) (2).**
- **Frequent reports to parent/guardian on their children's progress ESSA Section 1116 (d) (2) (B)**
- **Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116(D)(2) (C)**

Garfield Elementary works closely with San Diego Unified District in the implementation of high-quality curriculum in the subject areas of Language Arts, Math, Science, Physical Education, Health, Social Studies and the Arts. Garfield uses the Common Core Standards and prepares students to be successful on State mandated Assessments like EL PAC and SBAC in Literacy, Math and Science. Parents are informed during Back to School Night, Parent- Conferences and multiple school events and meetings of the opportunities in which they can participate. Teachers on a continuous basis communicate with parents and the principal, regarding their child's progress. Parents have multiple opportunities to volunteer and request progress information about their child, visit their child's classroom at any time throughout the school year with a request in advance.

**The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This compact supports a partnership among staff, parents and family members 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, Part A parents and family members with assistance in understanding achievement of their children (ESSA Section 1116 €(1)) in the following ways:**

- Parents are informed of school events such as Back to School Night and multiple parent-teacher conferences. This is an opportunity for parents and teachers to come together to communicate and understand grade level expectations by introducing/explaining the various subjects being taught in the classroom. Parents and teachers during parent conferences, communicate student progress and ways parents can support their child at home. In addition, parents are informed of any resources for the family when available.

**The school provides Title I, Part A Parents and family members with materials and training to help improve the achievement of their children (ESSA Section 1116 € (2) )**

- Garfield Parents are informed through flyers, school messengers and teacher material of supports provided by the district, such as the Parent Ballard Center. In addition, our staff informs parent of any therapy family supports offered by outside free agencies, such as Corner Stone. This information is given during Back to School Night, parent conferences, Coffee with the Principal and Family Arts Fridays.

**With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parents and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116 (e) (3) ) in the following ways:**

- Garfield Staff meets on some occasions on a monthly basis, where they learn about the student/family population that we have at our school. Teachers are informed of the resources available through our nurse and our counselor. Our staff also learns about the value of communication between parent and teacher. Parents communicate with teachers during our Welcome Back to school night meeting and through their introduction letter of grade level expectations for the year. Teachers have different methods they communicate with parents such as notes sent home, phone calls, and Class Dojo, to communicate the progress of their child.
- Garfield Parents are informed of special programs for Title 1, Part A available to them. One pre-school program is available to parents that need support.

**The school coordinates and integrates the Title I, Part A parental involvement program with other programs and conducts other activities, such as resource centers, to encourage and support parents and family members in participating in the education of their children (ESSA Section 1116 € (4) in the following ways:**

- Garfield Elementary offers opportunities for parents to be involved in the Wellness Committee, PTO Committee, SSC Committee, SGT committee, and ELAC Committee that involve Title 1 parents at the school. In addition, we have the parent resource room which is used for parent meetings and parent workshops for preK-5<sup>th</sup> parents and parent workshops.
- Garfield encourages parents to volunteer in different activities, such as Jog-a-thon, Harvest Festivals, fundraisers, Back to School Night, Science Night, Art Night, Literacy Night, Turkey Trot, Special Event Nights.
- Garfield Elementary provides information to parents that require parental information regarding 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 TK-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 the end of July

**The school distributes information related to school and parent programs, meetings, and other activities to Title 1, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116 € (14) in the following ways.**

- Garfield Elementary provides Flyers for Garfield Families that require translation in Spanish. It also, provides translation by request from the district of other languages. Parents receive in the beginning of the year a parent-teacher letter to introduce their classroom structure. Parents participate in school events, parent teacher conferences, and parent meetings to be informed of their child's progress and about school activities. Garfield provides special accommodations for families that have special needs as well as language barriers. Our method of informing parents are through email, text, phone messages, special meetings, marquee information, TV. Monitor information, flyers sent home and teacher communication with students and parents.

**The school provides support for parents and family member involvement activities requested by Title 1, Part A parents and family members (ESSA Section 1116 € (14) in the following ways:**

- Garfield invites parents to participate in different activities, such as Jog-a-thon, Harvest Festivals, fundraisers, Back to School Night, Science Art Night, Literacy Night, Parent conferences (Twice a Year), Turkey Trot, Special Event Nights, Family Arts Friday, Awards Assemblies and other classroom held activities. Title 1 families are supported with information regarding school events.

**The school provides opportunities for the participation of all Title 1, part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand. (ESSA Section 1116 € (14)**

- Garfield provides supports parents that have special needs for meetings, events and participatory events. Garfield Elementary informs all parents including parents of limited English proficiency, with disabilities, homeless and migratory situations with opportunities to participate. We provide information to parents in their appropriate language or the appropriate support. We provide flyers, communication through school messenger, Class Dojo, Teacher Notes and Report cards related in the appropriate language for parents of students of second language.

**This compact was adopted by Garfield Elementary on 9/24/2020 /Frances Alvarez/ \_\_\_\_\_, and will be in effect for the period of 2020-2021.**

**The school will distribute the Compact to all parents and family members.**

**Date approved \_\_\_\_\_ September 24, 2020 \_\_\_\_\_**

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

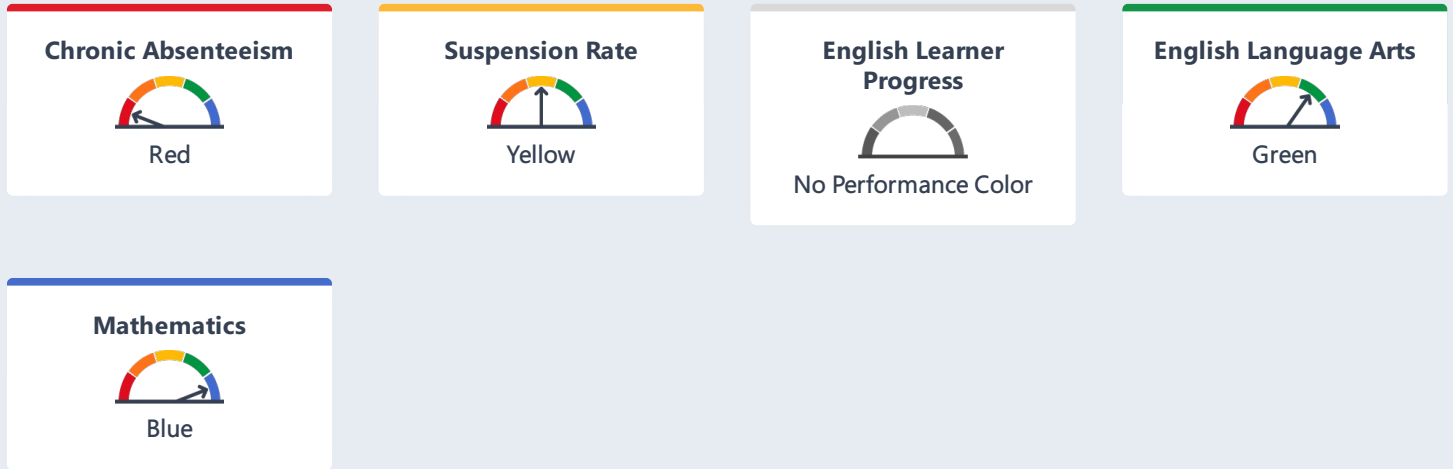
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

# Garfield Elementary

Explore the performance of Garfield Elementary under California's Accountability System.

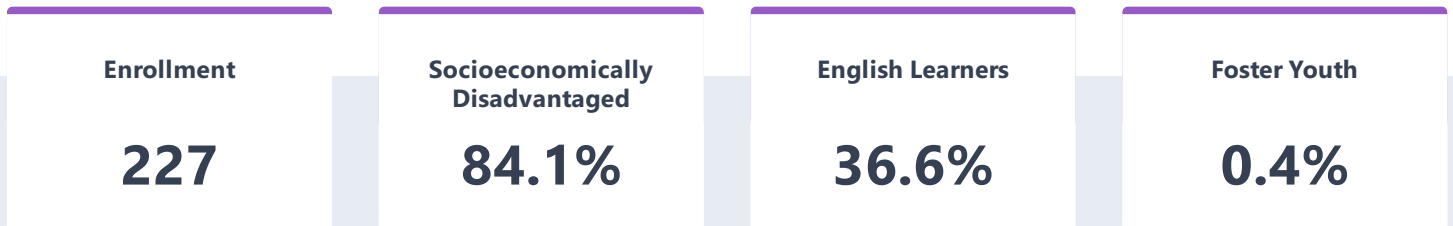


## School Details

<b>NAME</b> Garfield Elementary	<b>ADDRESS</b> 4487 Oregon Street San Diego, CA 92116-3018	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
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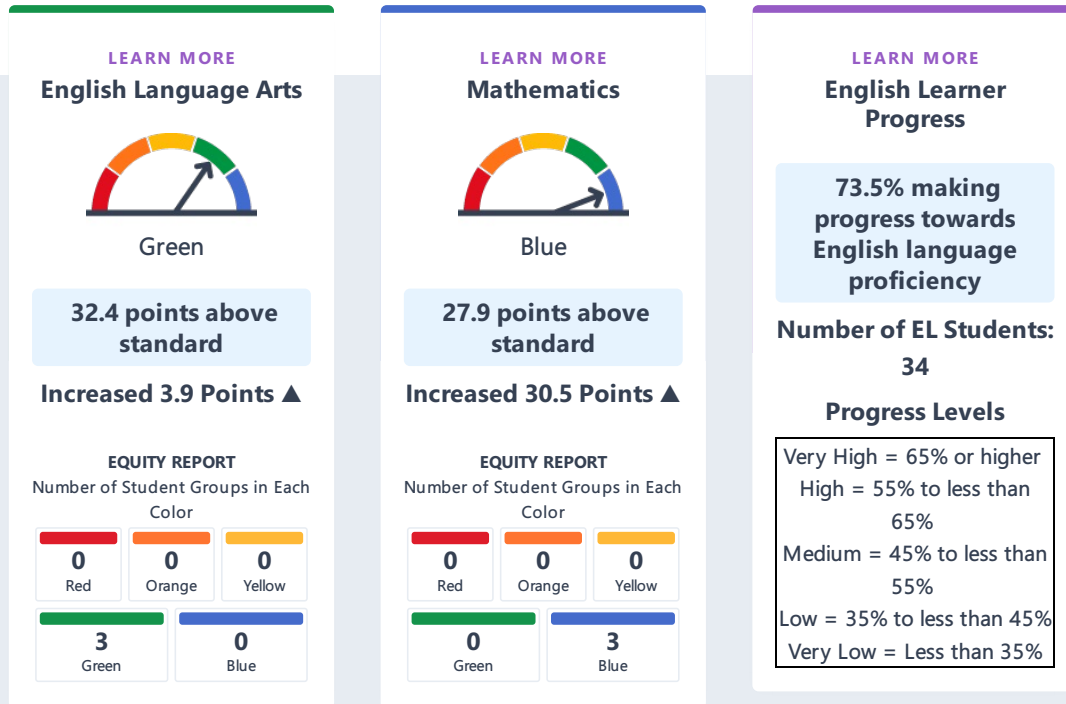
## Student Population

Explore information about this school's student population.



# Academic Performance

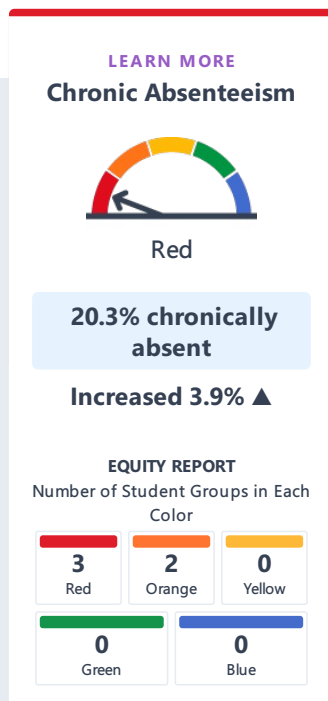
View Student Assessment Results and other aspects of school performance.



## GARFIELD ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.






# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Yellow

**4.3% suspended at least once**

**Declined 0.5% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>1</b> Red	<b>2</b> Orange	<b>2</b> Yellow
<b>0</b> Green	<b>1</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Green

32.4 points above standard

Increased 3.9 Points ▲

Number of Students: 98

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

### African American



No Performance Color

18.8 points above standard

Increased 19.4 Points ▲

Number of Students: 16

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

74.9 points below standard

Increased 13.5 Points ▲

Number of Students: 21

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### English Learners



Green

29.1 points above standard

Increased 13.4 Points ▲

Number of Students: 52

### Hispanic



Green

24.4 points above standard

Maintained -0.1 Points

Number of Students: 67

### Socioeconomically Disadvantaged



Green

35.3 points above standard

Increased 9.5 Points ▲

Number of Students: 87

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 20.6 points above standard

28.6 points above standard

32.4 points above standard

## English Language Arts Data Comparisons: English Learners

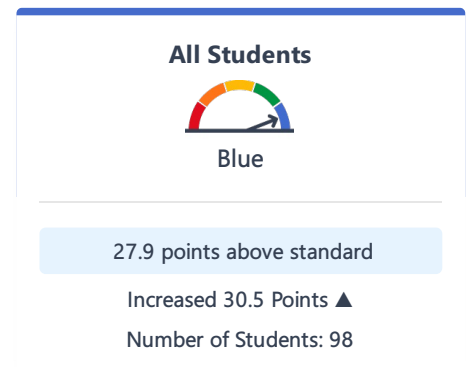
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
25.9 points below standard	72.1 points above standard	20.3 points above standard
Increased 10.8 Points ▲	Declined 3.5 Points ▼	Declined 12.2 Points ▼
Number of Students: 23	Number of Students: 29	Number of Students: 39

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>No Students</p>
<p>Green</p> <p>No Students</p>	<p>Blue</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>	<p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Homeless</p> <p>Two or More Races</p> <p>Pacific Islander</p>



**African American**



No Performance Color

38.4 points above standard

Increased 50.1 Points ▲

Number of Students: 16

**Asian**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Homeless**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**Two or More Races**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Pacific Islander**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Students with Disabilities**



No Performance Color

62.1 points below standard

Increased 55.1 Points ▲

Number of Students: 21

**White**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**English Learners**



Blue

30.4 points above standard

Increased 35.5 Points ▲

Number of Students: 52

**Hispanic**



Blue

20.9 points above standard

Increased 28.1 Points ▲

Number of Students: 67

**Socioeconomically Disadvantaged**



Blue

29.4 points above standard

Increased 35.9 Points ▲

Number of Students: 87

**Distance From Standard (Mathematics)**

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	13.1 points below standard	2.6 points below standard	27.9 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
13.8 points below standard	65 points above standard	15.4 points above standard
Increased 26.1 Points ▲	Increased 30.5 Points ▲	Increased 24.4 Points ▲
Number of Students: 23	Number of Students: 29	Number of Students: 39

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

**English Learner Progress**

**73.5% making progress towards English language proficiency**

**Number of EL Students: 34**

**Performance Level**  
Very High

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

---

ELs Who Decreased at Least One ELPI Level	2.9%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	23.5%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	73.5%

---

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Red

20.3% chronically absent

Increased 3.9% ▲

Number of Students: 241

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

African American

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

42.9% chronically absent

Increased 20.6% ▲

Number of Students: 14

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### White



No Performance Color

18.2% chronically absent

Declined 13.8% ▼

Number of Students: 22

### English Learners



Red

22.3% chronically absent

Increased 9.4% ▲

Number of Students: 94

### Hispanic



Red

20.1% chronically absent

Increased 3.7% ▲

Number of Students: 149

### Socioeconomically Disadvantaged



Red

21.9% chronically absent

Increased 4.5% ▲

Number of Students: 210

### African American



Orange

18.4% chronically absent

Increased 8.9% ▲

Number of Students: 49

### Students with Disabilities



Orange

26.5% chronically absent

Declined 4.2% ▼

Number of Students: 49

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Yellow

4.3% suspended at least once

Declined 0.5% ▼

Number of Students: 327

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

African American



Orange

English Learners

Students with Disabilities



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

White



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

### American Indian

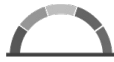


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Foster Youth

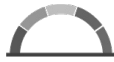


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

25% suspended at least once

Increased 4.2% ▲

Number of Students: 20

### Two or More Races



No Performance Color

7.7% suspended at least once

Maintained 0%

Number of Students: 13

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### African American



Red

8.8% suspended at least once

Increased 0.5% ▲

Number of Students: 68

### English Learners



Orange

5.1% suspended at least once

Increased 3.7% ▲

Number of Students: 118

### Students with Disabilities



Orange

10.4% suspended at least once

Declined 1% ▼

Number of Students: 67

### Hispanic



Yellow

3.6% suspended at least once

Declined 0.4% ▼

Number of Students: 197

### Socioeconomically Disadvantaged



Yellow

4.5% suspended at least once

Declined 0.8% ▼

Number of Students: 288

### White



Blue

0% suspended at least once

Maintained 0%

Number of Students: 32



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	152	34.9	153	53.6	138	64.5	110	68.2	99	72.7	37.8	4.5	155	27.1	157	37.6	139	47.5	112	55.4	102	62.7	35.6	7.3
Female	77	35.1	71	60.6	69	71.0	56	71.4	50	86.0	50.9	14.6	80	21.3	72	31.9	69	43.5	56	51.8	51	62.7	41.4	10.9
Male	75	34.7	82	47.6	69	58.0	54	64.8	49	59.2	24.5	-5.6	75	33.3	85	42.4	70	51.4	56	58.9	51	62.7	29.4	3.8
African American	26	34.6	26	46.2	24	50.0	21	71.4	17	58.8	24.2	-12.6	27	29.6	26	38.5	24	45.8	21	52.4	18	61.1	31.5	8.7
Asian**	0	-	0	-	0	-	1	-	4	-	-	-	0	-	0	-	0	-	1	-	4	-	-	-
Filipino	1	-	2	-	2	-	2	-	0	-	-	-	1	-	2	-	3	-	2	-	1	-	-	-
Hispanic	99	31.3	100	53.0	95	65.3	69	60.9	66	69.7	38.4	8.8	101	24.8	103	33.0	95	44.2	70	51.4	66	62.1	37.3	10.7
Indochinese**	0	-	1	-	2	-	3	-	-	-	-	-	0	-	1	-	2	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
White	16	56.3	15	60.0	10	80.0	7	-	7	-	-	-	16	37.5	15	53.3	10	60.0	8	-	8	-	-	-
Multiracial	8	-	8	-	5	-	6	-	4	-	-	-	8	-	9	-	5	-	6	-	4	-	-	-
English Learner	55	16.4	40	25.0	26	19.2	30	30.0	22	54.5	38.1	24.5	58	10.3	43	25.6	27	29.6	32	31.3	25	40.0	29.7	8.7
English-Speaking	97	45.4	113	63.7	112	75.0	80	82.5	77	77.9	32.5	-4.6	97	37.1	114	42.1	112	51.8	80	65.0	77	70.1	33.0	5.1
Reclassified†	32	53.1	32	87.5	47	87.2	28	89.3	29	89.7	36.6	0.4	32	50.0	32	56.3	47	59.6	28	75.0	29	79.3	29.3	4.3
Initially Eng. Speaking	65	41.5	81	54.3	65	66.2	52	78.8	48	70.8	29.3	-8.0	65	30.8	82	36.6	65	46.2	52	59.6	48	64.6	33.8	5.0
Econ. Disadv.*	152	34.9	135	52.6	119	61.3	96	65.6	87	72.4	37.5	6.8	155	27.1	139	34.5	120	45.0	98	54.1	90	63.3	36.2	9.2
Non-Econ. Disadv.	0	-	18	61.1	19	84.2	14	85.7	12	75.0	-	-10.7	0	-	18	61.1	19	63.2	14	64.3	12	58.3	-	-6.0
Gifted	39	59.0	36	72.2	26	88.5	13	76.9	9	-	-	-	39	51.3	36	58.3	26	84.6	13	69.2	9	-	-	-
Not Gifted	113	26.5	117	47.9	112	58.9	97	67.0	90	71.1	44.6	4.1	116	19.0	121	31.4	113	38.9	99	53.5	93	61.3	42.3	7.8
With Disabilities	27	7.4	19	5.3	17	11.8	14	7.1	19	15.8	8.4	8.7	27	7.4	19	10.5	17	17.6	14	7.1	19	21.1	13.7	14.0
WO Disabilities	125	40.8	134	60.4	121	71.9	96	77.1	80	86.3	45.5	9.2	128	31.3	138	41.3	122	51.6	98	62.2	83	72.3	41.0	10.1
Homeless	6	-	6	-	9	-	7	-	4	-	-	-	6	-	6	-	9	-	7	-	4	-	-	-
Foster	0	-	3	-	0	-	1	-	0	-	-	-	0	-	3	-	0	-	1	-	0	-	-	-
Military	3	-	4	-	3	-	0	-	0	-	-	-	3	-	4	-	3	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	58	32.8	47	46.8	35	68.6	35	62.9	34	73.5	40.7	10.6	58	25.9	49	34.7	35	57.1	36	47.2	35	80.0	54.1	32.8
Female	28	42.9	21	42.9	20	70.0	19	63.2	15	86.7	43.8	23.5	28	17.9	21	19.0	20	55.0	19	36.8	16	75.0	57.1	38.2
Male	30	23.3	26	50.0	15	66.7	16	62.5	19	63.2	39.9	0.7	30	33.3	28	46.4	15	60.0	17	58.8	19	84.2	50.9	25.4
African American	9	-	9	-	6	-	8	-	6	-	-	-	9	-	9	-	6	-	8	-	6	-	-	-
Asian**	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Filipino	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Hispanic	40	32.5	29	41.4	26	69.2	21	52.4	24	70.8	38.3	18.4	40	22.5	30	26.7	26	53.8	21	47.6	24	79.2	56.7	31.6
Indochinese**	0	-	1	-	1	-	1	-	-	-	-	-	0	-	1	-	1	-	-	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	8	-	4	-	0	-	2	-	3	-	-	-	8	-	4	-	0	-	3	-	4	-	-	-
Multiracial	1	-	3	-	1	-	1	-	0	-	-	-	1	-	4	-	1	-	1	-	0	-	-	-
English Learner	28	21.4	19	26.3	11	18.2	17	41.2	5	-	-	-	28	14.3	20	25.0	11	36.4	18	33.3	6	-	-	-
English-Speaking	30	43.3	28	60.7	24	91.7	18	83.3	29	72.4	29.1	-10.9	30	36.7	29	41.4	24	66.7	18	61.1	29	82.8	46.1	21.7
Reclassified†	5	-	3	-	11	100.0	4	-	14	85.7	-	-	5	-	3	-	11	63.6	4	-	14	92.9	-	-
Initially Eng. Speaking	25	36.0	25	56.0	13	84.6	14	78.6	15	60.0	24.0	-18.6	25	32.0	26	34.6	13	69.2	14	50.0	15	73.3	41.3	23.3
Econ. Disadv.*	58	32.8	41	46.3	32	65.6	31	61.3	33	75.8	43.0	14.5	58	25.9	43	32.6	32	53.1	32	46.9	34	82.4	56.5	35.5
Non-Econ. Disadv.	0	-	6	-	3	-	4	-	1	-	-	-	0	-	6	-	3	-	4	-	1	-	-	-
Gifted	13	69.2	9	-	6	-	13	76.9	3	-	-	-	13	61.5	9	-	6	-	13	69.2	3	-	-	-
Not Gifted	45	22.2	38	39.5	29	65.5	35	62.9	31	71.0	48.8	8.1	45	15.6	40	25.0	29	48.3	36	47.2	32	78.1	62.5	30.9
With Disabilities	9	-	19	5.3	17	11.8	4	-	5	-	-	-	9	-	5	-	2	-	4	-	5	-	-	-
WO Disabilities	49	34.7	42	52.4	33	72.7	31	71.0	29	79.3	44.6	8.3	49	26.5	44	38.6	33	57.6	32	53.1	30	86.7	60.2	33.6
Homeless	1	-	1	-	9	-	2	-	1	-	-	-	1	-	1	-	3	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-

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

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**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	33.3	58	53.4	50	60.0	34	85.3	35	68.6	35.3	-16.7	48	29.2	58	32.8	50	46.0	34	79.4	36	47.2	18.0	-32.2
Female	23	26.1	29	65.5	22	68.2	18	100.0	20	75.0	48.9	-25.0	26	23.1	29	31.0	22	40.9	18	88.9	20	50.0	26.9	-38.9
Male	22	40.9	29	41.4	28	53.6	16	68.8	15	60.0	19.1	-8.8	22	36.4	29	34.5	28	50.0	16	68.8	16	43.8	7.4	-25.0
African American	9	-	8	-	11	54.5	6	-	7	-	-	-	10	40.0	8	-	11	45.5	6	-	8	-	-	-
Asian**	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Filipino	1	-	0	-	1	-	1	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
Hispanic	27	25.9	43	55.8	31	61.3	23	82.6	21	66.7	40.8	-15.9	29	24.1	43	27.9	31	41.9	23	73.9	21	42.9	18.8	-31.0
Indochinese**	0	-	0	-	1	-	1	-	-	-	-	-	0	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	3	-	6	-	4	-	0	-	2	-	-	-	3	-	6	-	4	-	0	-	2	-	-	-
Multiracial	4	-	1	-	2	-	3	-	2	-	-	-	4	-	1	-	2	-	3	-	2	-	-	-
English Learner	15	13.3	15	26.7	10	20.0	6	-	13	61.5	48.2	-	18	11.1	15	13.3	10	40.0	6	-	14	35.7	24.6	-
English-Speaking	30	43.3	43	62.8	40	70.0	28	96.4	22	72.7	29.4	-23.7	30	40.0	43	39.5	40	47.5	28	85.7	22	54.5	14.5	-31.2
Reclassified†	7	-	15	86.7	13	84.6	12	100.0	6	-	-	-	7	-	15	53.3	13	61.5	12	83.3	6	-	-	-
Initially Eng. Speaking	23	39.1	28	50.0	27	63.0	16	93.8	16	68.8	29.7	-25.0	23	34.8	28	32.1	27	40.7	16	87.5	16	56.3	21.5	-31.2
Econ. Disadv.*	45	33.3	50	50.0	44	56.8	28	82.1	30	63.3	30.0	-18.8	48	29.2	50	24.0	44	47.7	28	75.0	31	45.2	16.0	-29.8
Non-Econ. Disadv.	0	-	8	-	6	-	6	-	5	-	-	-	0	-	8	-	6	-	6	-	5	-	-	-
Gifted	12	41.7	13	76.9	9	-	6	-	9	-	-	-	12	41.7	13	53.8	9	-	6	-	9	-	-	-
Not Gifted	33	30.3	45	46.7	41	56.1	28	85.7	35	68.6	38.3	-17.1	36	25.0	45	26.7	41	39.0	28	82.1	36	47.2	22.2	-34.9
With Disabilities	8	-	10	10.0	17	11.8	4	-	8	-	-	-	8	-	10	20.0	17	17.6	4	-	8	-	-	-
WO Disabilities	37	40.5	48	62.5	44	68.2	30	93.3	27	88.9	48.4	-4.4	40	35.0	48	35.4	44	52.3	30	86.7	28	57.1	22.1	-29.6
Homeless	2	-	6	-	4	-	3	-	2	-	-	-	2	-	0	-	4	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-

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

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**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	49	38.8	48	60.4	53	66.0	41	58.5	30	76.7	37.9	18.2	49	26.5	50	46.0	54	42.6	42	42.9	31	61.3	34.8	18.4
Female	26	34.6	21	71.4	27	74.1	19	52.6	15	100.0	65.4	47.4	26	23.1	22	45.5	27	37.0	19	31.6	15	66.7	43.6	35.1
Male	23	43.5	27	51.9	26	57.7	22	63.6	15	53.3	9.8	-10.3	23	30.4	28	46.4	27	48.1	23	52.2	16	56.3	25.9	4.1
African American	8	-	9	-	7	-	7	-	4	-	-	-	8	-	9	-	7	-	7	-	4	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Hispanic	32	34.4	28	60.7	38	65.8	25	48.0	21	71.4	37.0	23.4	32	28.1	30	46.7	38	39.5	26	34.6	21	61.9	33.8	27.3
Indochinese**	0	-	0	-	0	-	1	-	-	-	-	-	0	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	5	-	5	-	6	-	5	-	2	-	-	-	5	-	5	-	6	-	5	-	2	-	-	-
Multiracial	3	-	4	-	2	-	2	-	2	-	-	-	3	-	4	-	2	-	2	-	2	-	-	-
English Learner	12	8.3	6	-	5	-	7	-	4	-	-	-	12	0.0	8	-	6	-	8	-	5	-	-	-
English-Speaking	37	48.6	42	66.7	48	70.8	34	70.6	26	88.5	39.9	17.9	37	35.1	42	45.2	48	47.9	34	50.0	26	69.2	34.1	19.2
Reclassified†	20	45.0	14	85.7	23	82.6	12	75.0	9	-	-	-	20	45.0	14	50.0	23	56.5	12	58.3	9	-	-	-
Initially Eng. Speaking	17	52.9	28	57.1	25	60.0	22	68.2	17	82.4	29.5	14.2	17	23.5	28	42.9	25	40.0	22	45.5	17	64.7	41.2	19.2
Econ. Disadv.*	49	38.8	44	61.4	43	62.8	37	56.8	24	79.2	40.4	22.4	49	26.5	46	47.8	44	36.4	38	44.7	25	60.0	33.5	15.3
Non-Econ. Disadv.	0	-	4	-	10	80.0	4	-	6	-	-	-	0	-	4	-	10	70.0	4	-	6	-	-	-
Gifted	14	64.3	14	64.3	11	100.0	7	-	6	-	-	-	14	50.0	14	50.0	11	81.8	7	-	6	-	-	-
Not Gifted	35	28.6	34	58.8	42	57.1	34	55.9	24	75.0	46.4	19.1	35	17.1	36	44.4	43	32.6	35	37.1	25	60.0	42.9	22.9
With Disabilities	10	0.0	19	5.3	9	-	6	-	6	-	-	-	10	0.0	4	-	9	-	6	-	6	-	-	-
WO Disabilities	39	48.7	44	65.9	44	75.0	35	68.6	24	91.7	43.0	23.1	39	33.3	46	50.0	45	46.7	36	50.0	25	72.0	38.7	22.0
Homeless	3	-	5	-	2	-	2	-	1	-	-	-	3	-	5	-	2	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E**

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS  
AND ACTIVITIES**



**SCHOOL NAME: GARFIELD ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

According to the California Dashboard, there are some inequities in the areas of chronic absenteeism and suspension rates (both areas in yellow and orange) for our students with Disabilities and African American. Garfield Elementary school community has worked on a plan with Positive Behavior and 2nd Step program to address student behavior. Collaboratively as a school, we put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The certificated staff along with the Principal, school counselor, special ed teachers monitor attendance and social emotional needs through referrals and teacher requests.

In order to create a positive impact in student Social and emotional area, a positive behavioral plan was created jointly by teachers, special ed teachers, parents and principal, to better support student behavior with positive intervention supports.

For our chronic absenteeism, there will be consistent monthly monitoring by our school clerk, special ed teachers, counselor, intervention support staff and a strong communication with families to ensure that students are in school. Our special ed teachers will work closely with families to bridge with them and support them to build student's strong family connection and build confidence to allow students to maximize their learning, be at school and bridge a strong connection between families and the school.

In addition, according to our CHPS in parent engagement, our goal is to increase parent engagement and strengthen the home-school relationships with families. During our Professional Learning Communities teachers planned to have parent engagement opportunities such as parent teacher conferences, Family Fridays, Parent Teacher Organization, Coffee with the principal and school wide activities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

At the beginning of the year, we noticed a significant decrease in behavior issues. This improvement was due to the strategies that include the work by our counselor and staff. At the time of transition to online learning, our data indicated an improvement in student behaviors and the school culture. Prior to the Covid-19 transition our chronic absenteeism decreased due to the strategies employees in this goal. During online learning we had perfect attendance. This was due to a strong connection between students/families and staff.

## Garfield Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Description:

Only differences were due to the transition to online learning. With the positive results we were having we do not see a need for change. We are exploring how the counselor can improve their online presence. Site administration's use of Class Dojo improved communication with all stakeholders. This practice will continue.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$13,397.00	30100-5841	Goals are created for students, especially students with chronic absenteeism, where they will use the program to catch up and progress for what they have missed while being absent.	We need to continue working on this goal. However, in online we were more successful with contacting families.	The technology makes it sometimes impossible for some families, but we will continue to work on it.	We will continue to work on this goal as we are online.
Inservice supplies		\$1,260.00	30103-4304	Have parents meetings that inform and support student learning. Food is purchase to engage parents.	Supplies are an essential part of instruction implementation	Teachers are cognizant of what is being handed out to families.	We will continue to work on this goal. Students will continue to receive supplies, to increase teaching and learning.

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Garfield Elementary met and exceeded its goal from 68% to 73% due to our focus in ELA, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of literacy, Tier 1, interventions in reading and writing, supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities & collaboration/professional development to analyze student data, absenteeism, and behavior and implement targeted instruction and meeting their social emotional needs for all subgroups. Additional time for paras to push in and provide support for struggling students and supplies such as journals, pencils, chart paper, etc are supplied as well.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Garfield Elementary met and exceeded its goal from 68% to 73%. Our increase in our English Language Arts goal, was due to the allocation of resources in the areas of interventions in reading and writing, supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development to plan tier 1 and tier 2 instruction.

Description:

Garfield Elementary met and exceeded it's goal from 68% to 73% due to our focus in ELA, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of literacy, Tier 1, interventions in reading and writing, supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities & collaboration/professional development to analyze student data, absenteeism, and behavior and implement targeted instruction and meeting their social emotional needs for all subgroups. Additional time for paras to push in and provide support for struggling students and supplies such as journals, pencils, chart paper, etc are supplied as well.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$33,522.55	30100-1192	Using for Professional Learning Communities to release teachers to plan for instruction.	Our interventions support visiting teacher works with students are able to support learning for students falling behind.	It is working, and we will continue to use this strategy	This is working and we will continue to use this strategy
Classroom PARAS Hrly		\$11,519.98	30100-2151	Use para for early intervention support with	This para is used for early intervention learning	This is showing that it is working	This is working will continue with this work

## Garfield Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				students of tier 2 that have fallen behind because of absenteeism.			
Supplies		\$8,698.00	30100-4301	Supplies to facilitate instruction and close achievement gaps.	Supplies are used for awards, instruction	This is working	This is working
Prof&Curriclm Dev Vist Tchr		\$30,300.00	30106-1192	Supporting students for early interventions and professional development.	We have PLCs and do our brainstorming there.	This is working according to our results	Our results demonstrate that this is working.

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Garfield Elementary met and exceeded its goal from 54% to 63% due to our focus in Math, using all allocations budgetted, and resources purchased with those monies. We will continue in the areas of using ELA to transfer to Math, Tier 1, interventions in reading and writing, supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities & collaboration/professional development to analyze student data, absenteeism, behavior and implement targeted instruction and meeting their social emotional needs for all subgroups. Supplies such as journals, pencils, chart paper, etc are supplied as well.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Our increase in our English Language Arts goal, was due to the allocation of resources in the areas of interventions in reading and writing, supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development to plan for transferring learning and the effects of the learning that is transferring from ELA to Math through Tier 1, PLCs, Professional development and teacher hourly planning.

Description:

The allocated funds were used properly, and as described. The focus areas we worked, Tier 1, intervention, social emotional, parent engagement, PLCs, teacher hourly to plan curriculum and afterschool Math workshops will continue to be implemented to close the achievement gap.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Used Professional Learning Communities for teachers to plan for instruction in Math.	Teachers participate in PLCs are used to analyze data, interventions and help plan a pathway for improvement. To support students falling behind.	It is working, and we will continue to use this strategy	This is working and we will continue to use this strategy
Supplies	--	--	30100-4301	Supplies to facilitate instruction and	Supplies are used for awards, instruction	This is working according to our results	This is working according to our results

# Garfield Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				close achievement gaps.			
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Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Professional Development will include specific topics for Designated to further learning for students that are reclassified and are standards based. Teachers during Professional Learning communities will meet to analyze student data, create lessons and assessments to monitor student learning. Common formative assessments will be created based on data and student standards setting SBAC goals and targets and will be a common practice in all PLCs. ELPAC assessments are conducted to determine developmentally appropriate instruction. Supplies such as journals, pencils, chart paper, etc are also supplied.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Garfield Elementary's goal was 80% and we met and exceeded with 100% according to ELPAC results. Our increase in our English Language Arts goal, was due to the allocation of resources in the areas of interventions in reading & writing, supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development. In addition teacher hourly curriculum writing pay to write lessons for student need.

Description:

Garfield Elementary's goal was 80% and we met and exceeded with 100% according to ELPAC results. Therefore we will continue the Strategic Plan we have been using.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Professional learning community, and planning for interventions. Interventions and data analyzing.	Teachers participate in PLCs are used to analyze data, interventions and help plan a pathway for improvement. To	Yes, this is working, because we take the opportunity to look at data and look at work to analyze.	It is giving us best results, we will keep the path we are going in.

## Garfield Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					support students falling behind.		
Software License	--	--	30100-5841	Intervention technology programs for English Learners in reading and writing.	Technology to collect and analyze data, interventions and help plan a pathway for improvement. To support students falling behind.	Students love the programs and are engaged with the work.	We will continue as they work in technology programs. Students meet their goals.
Supplies	--	--	30100-4301	Supplies to facilitate instruction and close achievement gaps.	Supplies are used for awards, instruction, and other learning areas.	This is working according to our results	This is working according to our results

Note/Reminders (optional):



**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Garfield school will make every effort to directly connect with families and encourage & invite them to attend school events, trainings and parent meetings.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

In order for parents to be involved and be informed and in gaged, our school provides school information meetings and events to inform parents of the strategic plan and supports/results of Garfield Students. This allows our parents to receive training so they can directly support their children at home and at school. Food and rewards are used to engage parents to come to attend meetings.

Description:

Meetings/events were held to inform parents of student progress and food was brought to engage and create a safe, collaborate and inclusive atmosphere. In addition, due to custodial staffing we had limited resources for evening events. Therefore we had to limit afterschool activities. I will develop a working plan to pay for an hourly support groups for afterschool events.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-services supplies	--	--	30103-4304	In order to engage parents to school events and parent meetings, food and supplies are needed to increase parent participation.	This is done at every coffee with the principal. It is to engage parents to participate in meetings and events.	We continue to work on this as we work through online	We will continue the process we have in place. Coffee with the principal and schoolwide events.

Note/Reminders (optional):

Do to pandemic, the survey was not sent out.

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

We will continue to support students their academic standards in early intervention. Visiting teachers will release teachers in order for teachers to participate in Professional learning communities. Teachers will support and collaborate, plan and implement differentiated instruction for students especially 3rd and 5th grade in the areas of English literacy. Supplies such as pencils, journals, and leveled reading materials are provided.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. We will continue the work we are doing.

Description:

Visiting teachers will release teachers in order for teachers to participate in Professional learning communities. Teachers will support and collaborate, plan and implement differentiated instruction for students especially 3rd and 5th grade in the areas of English literacy. Supplies such as pencils, journals, and leveled reading materials are provided. We will continue to support students their academic standards in early intervention. .

Briefly describe any major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly	--	--	30100-2151	Intervention support for students behind grade level in literacy	This para is used for early intervention learning	This is showing that it is working	This is working will continue with this work
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Intervention in literacy for students needing extra reading support.			
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	visiting teachers to release teachers for Professional	Teachers participate in PLCs are used to analyze data, interventions	Yes, this is working, because we take the opportunity to look at data and	It is giving us best results, we will keep the path we are going in.

## Garfield Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Learning communities.	and help plan a pathway for improvement. To support students falling behind.	look at work to analyze.	
Software License	--	--	30100-5841	Intervention technology to accelerate reading for students that are behind in reading.	Technology to collect and analyze data, interventions and help plan a pathway for improvement. To support students falling behind.	Students love the programs and are engaged with the work.	We will continue as they work in technology programs. Students meet their goals.
Supplies	--	--	30100-4301	Supplies to facilitate instruction and close achievement gaps.	Supplies are used for awards, instruction, and other learning areas.	This is working according to our results	This is working according to our results

**Note/Reminders (optional):**

What are my leadership strategies in service of the goals?

The administrator leads with a clear rationale, vision high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, building capacity and paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning. The staff knows the end in mind and is involved in the strategic planning of closing the achievement gap. collectively acts to propel it

**SCHOOL NAME: GARFIELD ELEMENTARY****SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800****SCHOOL YEAR: 2019-20****Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1****\*Strategy/Activity - Description**

According to the California Dashboard, there are some inequities in the areas of chronic absenteeism and suspension rates (both areas in yellow and orange) for our students with Disabilities and African American. Garfield Elementary school community has worked on a plan with Positive Behavior and 2nd Step program to address student behavior. Collaboratively as a school, we put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The certificated staff along with the Principal, school counselor, special ed teachers monitor attendance and social emotional needs through referrals and teacher requests.

In order to create a positive impact in student Social and emotional area, a positive behavioral plan was created jointly by teachers, special ed teachers, parents and principal, to better support student behavior with positive intervention supports.

For our chronic absenteeism, there will be consistent monthly monitoring by our school clerk, special ed teachers, counselor, intervention support staff and a strong communication with families to ensure that students are in school. Our special ed teachers will work closely with families to bridge with them and support them to build student's strong family connection and build confidence to allow students to maximize their learning, be at school and bridge a strong connection between families and the school.

In addition, according to our CHPS in parent engagement, our goal is to increase parent engagement and strengthen the home-school relationships with families. During our Professional Learning Communities teachers planned to have parent engagement opportunities such as parent teacher conferences, Family Fridays, Parent Teacher Organization, Coffee with the principal and school wide activities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

At the beginning of the year, we noticed a significant decrease in behavior issues. This improvement was due to the strategies that include the work by our counselor and staff. At the time of transition to online learning, our data indicated an improvement in student behaviors and the school culture. Prior to the Covid-19 transition our chronic absenteeism decreased due to the strategies employees in this goal. During online learning we had perfect attendance. This was due to a strong connection between students/families and staff. We created packets and families picked them up during distribution days, a form of communication. Field trips were done before the pandemic

Description:

Only differences were due to the transition to online learning. With the positive results we were having we do not see a need for change. We are exploring how the counselor can improve their online presence. And use the monies in field trips for materials and communication methods, during site distribution. Site administration's use of Class Dojo improved communication with all stakeholders. This practice will continue.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Duplicating		\$150.00	09800-5721	The Positive Behavior Committee created a Parent Student Behavioral plan that was created with teachers and parents regard building a collaborative and safe school.	We are printing behavioral plan handbooks for parents and it is working because our suspension decreased.	Our absenteeism did not improve. I will be starting Saturday school.	Continue copying our behavioral plan student handbook, because of our reduction in suspension. Absenteeism- Have more flyers sent home to inform parents of how students are doing in absenteeism
Interprogram Svcs/Field Trip		\$3,900.00	09800-5735	Field trips are used as engagement to encourage students to be at school and connect the learning with	These field trips are being used to bring engagement to students and decrease absenteeism and suspension rate.	Absenteeism did not decrease & suspension did decrease but not in African American students.	Closely looking and using rewards more clearly to engage students and teachers

				authentic experience. All field trips are standards based.			
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Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Garfield Elementary met and exceeded its goal from 68% to 73% due to our focus in ELA, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of literacy, Tier 1, interventions in reading and writing, supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities & collaboration/professional development to analyze student data, absenteeism, behavior and implement targeted instruction and meeting their social emotional needs for all subgroups. Additional time for paras to push in and provide support for struggling students and supplies such as journals, pencils, chart paper, etc are supplied as well.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Garfield Elementary met and exceeded its goal from 68% to 73%. Our increase in our English Language Arts goal, was due to the allocation of resources in the areas of interventions in reading and writing, supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development to plan tier 1 and tier 2 instruction.

Description:

Garfield Elementary met and exceeded it's goal from 68% to 73% due to our focus in ELA, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of literacy, Tier 1, interventions in reading and writing, supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities & collaboration/professional development to analyze student data, absenteeism, and behavior and implement targeted instruction and meeting their social emotional needs for all subgroups. Additional time for paras to push in and provide support for struggling students and supplies such as journals, pencils, chart paper, etc are supplied as well.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$14,999.92	09800-1192	Professional learning Communities for Pre-k teachers all the way to 5 <sup>th</sup> grade. Intervention for students at risk in literacy	It is working, our scores are increasing in both ELA and Math	This is working	Continue the work we have planned because of our positive results

## Garfield Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly		\$4,712.36	09800-2151	Use Para to support students, during EL PAC, with social emotional needs, and intervention as well as PD.	It is working because every sub group went up in ELA and extra time is given to certain students in reading and in turn their self-esteem goes up.	This is working	Continue the work we have planned because of our positive results
Special Ed Tech Clstrm Hrly		\$677.50	09800-2154	Special Ed teachers participating in professional Development, planning and implementing targeted strategies to support students with IEPs in literacy.	This is for SEAs and SETs that need extra PD training afterschool.		Continue the work we have planned because of our results have been positive.

Note/Reminders (optional):



**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Garfield Elementary met and exceeded its goal from 54% to 63% due to our focus in Math, using all allocations budgeted, and resources purchased with those monies. We will continue in the areas of using ELA to transfer to Math, Tier 1, interventions in reading and writing, supporting students at risk for all students. In addition, using technology as an intervention, visiting teachers to release time during Professional Learning Communities & collaboration/professional development to analyze student data, absenteeism, behavior and implement targeted instruction and meeting their social emotional needs for all subgroups. Supplies such as journals, pencils, chart paper, etc are supplied as well.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Our increase in our Math Language Arts goal, was due to the allocation of resources in the areas of interventions in reading and writing, supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development to plan for transferring learning and the effects of the learning that is transferring from ELA to Math through Tier 1, PLCs, Professional development and teacher hourly planning. Also, teachers are using hourly time to support extra planning outside of teacher day.

Description:

The allocated funds were used properly, and as described. The focus areas we worked, Tier 1, intervention, social emotional, parent engagement, PLCs, teacher hourly to plan curriculum and afterschool Math workshops will continue to be implemented to close the achievement gap.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTchr		\$5,000.38	09800-1170	Teachers planning curriculum for Tier 1 and Tier 2	Teachers work afterschool and during the break to prepare curriculum and/or participate in Workshop to close the achievement gap in standardized math instruction.	This is working as our scores are going up.	Results have been positive and we will continue the work in our strategic plan because of our positive results in ELA and Math
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Used interventions in reading and	Intervention is given to students		Continue the work we have planned

## Garfield Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				writing with the goal of students transferring these strategies during SBAC testing due to fact that CAASPP has a large portion of their math consists reading and writing.	that are far below that need additional tier three math instruction.		because of our positive results
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Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Professional Development will include specific topics for Designated to further learning for students that are reclassified and are standards based. Teachers during Professional Learning communities will meet to analyze student data, create lessons and assessments to monitor student learning. Common formative assessments will be created based on data and student standards setting SBAC goals and targets and will be a common practice in all PLCs. ELPAC assessments are conducted to determine developmentally appropriate instruction. Supplies such as journals, pencils, chart paper, etc are also supplied.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Garfield Elementary goal was 80% and we met and exceeded with 100% according to ELPAC results. Our increase in our English Language Arts goal, was due to the allocation of resources in the areas of interventions in reading & writing, supporting students at risk. In addition, visiting teachers were provided to release teachers during Professional Learning Communities & collaboration/development. In addition teacher hourly curriculum writing pay to write lessons for student need.

Description:

Garfield Elementary's goal was 80% and we met and exceeded with 100% according to ELPAC results. Therefore we will continue the Strategic Plan we have been using.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClstrm Tchr Hrly		\$3,999.81	09800-1986	ELPAC testing.	All our students are designated as reclassified.	More money is need to adjust testing days and adding subs.	More monies were placed to EL PAC testing
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Professional learning communities for	Professional Learning Community are implemented and	Monies were used PLCs and intervention to help	Continue the work as it has positive results.

## Garfield Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				teachers to analyze data.	all certificated participate in assessment, curriculum discussion and implementation	close the achievement Gap	
Prof&Curriclm DevHrlyClstrmTch r	--	--	09800-1170	Teachers having an opportunity to write curriculum after school in after hours.	Teachers work afterschool and during the intersession break to plan on professional development community, prepare their students in standardized Assessments.	Yes this was working. Teachers met and wrote curriculum to adjust and prepare for teaching. This was done after hours.	Continue with our work as it has positive results

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Teachers will collaborate to monitor student progress reports for students with IEPs. In addition, they will be monitored in areas of reading, writing, and math.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers will use Professional Learning Communities to monitor student goals, plan for meeting goals, plan for strategies and look at data.	Special ed teachers participate in PLCs where they monitor goals, strategies and look at data.	Yes, teachers were able to analyze the work by students and approach the sphere of success.	Continue the work in our plan.
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Teachers will use time to plan afterschool in the areas of math/science to prepare students to meet standards.	Teachers have the opportunity to work after school or during the break to continue the work.	Yes, this is working as we are able to plan for students that need the help.	Continue the work in our plan.

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Garfield school will make every effort to directly connect with families and encourage & invite them to attend school events, trainings and parent meetings.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

In order for parents to be involved and be informed and in gaged, our school provides school field trips and events.

Description:

Field trips were used to engage and create a safe, collaborate and inclusive atmosphere. In addition, due to custodial staffing we had limited resources for evening events. Therefore we had to limit afterschool activities. I will develop a working plan to pay for an hourly support groups for afterschool events.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Field Trip	--	--	09800-5735	Engage/encourage parents in educational field trips.	Students participate in field trips and contribute to family engagement.	They connect it to with grade level standards.	Field trips are related to standards based curriculum.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

The administrator leads with a clear rationale, vision high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, building capacity and paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning. The staff knows the end in mind and is involved in the strategic planning of closing the achievement gap.