

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **GARFIELD HIGH SCHOOL**

2022-23

37-68338-3737962
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: Pickett, Jolie
Contact Person: Pickett, Jolie
Position: Principal
Telephone Number: (619)362-4500
Address: 1255 16th St, San Diego, CA, 92101-4759
E-mail Address: jpickett@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Strategic Planning for Student Achievement Department)*

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.*

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-2022 SPSA Assessment and Evaluation

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: GARFIELD HIGH SCHOOL PHONE: 619-362-4500 FAX: scan via email

SITE CONTACT PERSON: JOLIE PICKETT E-MAIL ADDRESS: jpickett@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI 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:

- The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- SSC Date of presentation: 9/29 & 10/5

- 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.
- The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The site plan or revisions to the site plan were adopted by the SSC on: 10/5/22

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.

Jolie Pickett

Type/Print Name of School Principal

Jose Hurtado

Type/Print Name of SSC Chairperson

Miriam Atlas

Type/Print Name of ELAC Representative

Erin Richison

Type/Print Name of Area Superintendent

Jolie R. Pickett 10/7/22

Signature of School Principal / Date

Jose F. Hurtado 10-7-22

Signature of SSC Chairperson / Date

Miriam Atlas 10/7/22

Signature of ELAC Representative / Date

Erin Richison 10/11/22

Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

one October 7th 2022

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

Garfield High School (GHS) is designated as a Title I Schoolwide Program and is identified as a CSI school under ESSA. It is a Continuation School and follows the unique status and requirements in California Ed Code as such. Garfield serves students within a Day School, Independent Studies Program, Expectant Teen Program, and offers an Infant Toddler Center to Parenting Teens attending any of the school programs. This SPSA seeks to identify and describe conditions needs for improvement to best serve the most pertinent academic and social-emotional needs of the GHS students. The school creates goals focusing on those needs to serve all students to the best of our ability alongside our parent and student partners in education.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Accelerating Student Learning with High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

The Admin, Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) are the groups through which focus areas and schoolwide goals are formulated, based on collected school data, district areas of focus and the school's Marzano work. The SSC ultimately approved these goals and the accompanying budgets. The formulation of areas of focus and accompanying goals are all based on previously collected data including home, student and staff surveys, site collected data such as grades and attendance and state data such as the California Healthy Kids Survey and accompanying parent and staff surveys.

The SPSA goals and all school wide goals and objectives are part of the on-going improvement work at Garfield and as such, the work toward those goals are addressed in some capacity at most every staff discussion. Most all meetings and PLC work is fully integrated into the workday and are part of the culture of the school. The Admin team meets weekly and the ILT meets 1-2 times per month with ad hoc meetings called as needed in between regularly scheduled times; PLCs meet weekly; and although the SSC schedules 8-10 meetings, it meets only as needed, most often around the budget allocation time. Parents and community participate in site-created surveys each year. Marzano surveys are also administered as available. Any surveys for parents are always provided in both English and Spanish since well over 80% of our students' families use Spanish as their primary language at home.

As a site, we reviewed our LCFF and Title I spending with the SPSA evaluation of LCFF and Title I funded activities. Our budget for the 22-23 school year was approved last school year, with the exception of the CSI funds, which were approved on 9-15-22 after the allocation was made available to the school.

Goal development occurs on-going at Garfield, primarily with the ILT providing leadership within the PLCs. This year's goals discussion began in 2020-21 and is on-going with adjustments for shifts in the district-wide areas of focus. For this year, without updated State collected data, goals were developed based upon that obtained from the most recent CHKS, the Dashboard under ESSA, site-developed surveys and site-collected data including grades, true graduation and attendance rates.

Marzano training, as it pertains to developing focus goals for a CSI school, also influenced the development of the SPSA plan. To date, there have been meetings, webinars and PD attended by staff, starting in 2019 and extending to the current year.

Schoolwide Areas of Focus were identified as Attendance Improvement for an Operational Goal needing improvement and Instructional Goals that are differentiated for the needs of each PLC, all of which fall under Levels 2 and 3 of the school's Marzano work.

The SSC met in the fall of 2022 to approve the CSI funding and this SPSA.

RESOURCE INEQUITIES

Garfield serves the students who have been the least successful academically at any of our district high schools and as such, the school itself can be considered a "district-wide" intervention. Given that, it is expected that the most underserved populations comprise Garfield's entire population and the greatest gaps in the district would also be reflected at Garfield. Indeed, they are. The performance gap of the Garfield population (which is almost entirely Hispanic) as compared to their peers throughout the district is noted in State assessments. Few students ever even meet expectations on those assessments at their referring schools and as they are typically 5-7 grade levels behind their peers, rarely come up to meeting expectations within the limited timeframe Garfield has them enrolled. Our quest has always been to push all students as far as possible toward meeting expectations. The root cause of our CSI status, although quickly identified as lack of attendance, goes deeper to family, school and societal challenges. With the majority of our students coming to us far below grade level, and the majority of them being Hispanic, it is not surprising that our CSI indicators were red in graduation rate and College/Career for all students, Hispanic subgroup, English Learner subgroup, Homeless subgroup, and Socioeconomically disadvantaged subgroup. The graduation data relies upon 1- year "on-time" graduation (DASS) for atypical school. Although Garfield has an option to offer a diploma with fewer than half the coursework required for the regular diploma (so more students could graduate "on time" and the school could improve in the "on time" rate), the school cannot in good conscience, promote students take less coursework when they are functioning most typically on a 4th - 7th grade level. The school design has been to allow students an additional 1-2 years to complete the coursework for the regular diploma so that they can push their skill levels as high as possible before graduating. By doing so, students do not graduate "on time" (even within the 1-year DASS) and therefore pull the school "graduation rate" down.

Garfield's Suspension rate is less than 1% and with only 2 suspensions for the school year, is insignificant when trying to identify disparities within student groups.

This year, the needs identified aligned with a shift to the Marzano Levels 2 and 3 of further developing Effective Teaching in Every Classroom and a Guaranteed and Viable Curriculum. Identified inequities include those pertaining to learner outcomes and attendance. Shifting back to on-campus learning after the pandemic has proven to be a challenge due inconsistent attendance pertaining to COVID quarantines and isolation mandates.

Empty content area for the School Plan for Student Achievement.

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Students and staff report that they feel safe on campus. At 84% reported on the CHKS as compared to the state average which hovers at only around 56%, Garfield scores much higher than most all schools statewide in perceived school safety. However, much work is needed in the area of academic motivation, which is only reported at about 51%, below the state's average of 64%. Motivation is indeed a challenge noted by the staff anecdotally even in the absence of the data. Various factors may contribute to an increase in motivation including students seeing themselves reflected in the curriculum, students taking control of their academic lives and in setting life goals.

Much work is slated to occur this year to update the curriculum to include and fully integrate Ethnic Studies which presents a curriculum reflecting our society across all subjects, especially within social studies and English.

Garfield staff has identified teaching students to take control of their learning and growth as an important lifelong skill. It is challenging for many of our students who are comfortable with being passive rather than active participants in their education. Additionally, there continues to be challenges with classroom adherence to expectations to support student learning, especially pertaining to electronics. All teachers have the freedom to set their own classroom rules given that they hold their students to be engaging in their school work. All expectations must be articulated in course syllabi. Strategies have been shared and some staff have made adjustments to better support students with clear structures that help them adjust. The school is making efforts to shift to the teaching of responsible and respectful behaviors as opposed to enforcement of compliance to rules. Despite a majority of agreement with this shift, it has been challenging to teach students basic behaviors pertaining to being respectful of others and of self-discipline.

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

To support that shift from adult to student responsibility, there is a new expectation that all students will maintain their own Educational Plans (called 4-year plans in regular schools). With teacher guidance during period 2 and structured time during the school day, students will be supported and guided each quarter to make updates to their electronic Ed Plans so they can better manage their progress toward graduation.

The creation of a student safe space in the counseling center will support student inclusiveness and provide a space in which they can collaborate with the counseling staff on their ed plans.

Garfield is re-aligning the school's Mission and Vision Statements in order to reflect changes within the school's culture and outlook. That work is being driven by the newly formed Equity Team from 2020-21 and is expected to be drafted by mid-year.

Garfield has identified poor attendance as a significant contributing factor to the slowed graduation rate. A new Attendance Policy now requires more parent and student involvement led by school personnel to support better attendance and ultimately more time in class. Initial data suggests it is improving daily attendance and time-in-class by reducing the total time of tardies.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No noted major differences with the budgeted items and their related goal; however site goals are more specific and clearly articulated.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

If students are not in school, they cannot learn and none of the SPSA goals make a difference. Although many of our students have a lifetime history of non-or-poor attendance (which is typically the reason behind why they are referred to Garfield), there's no reason our families cannot ensure their children attend school regularly. Changes within our Attendance Policy articulates a clear process to pressure and support our families to take the responsibility of ensuring their children are in school and on-time. Our families are stepping up and responding. Although all the attendance information has always been available to our parents, the personal touch of individual conversations has assisted our parents and their children are responding.

***Identified Need**

Anecdotal evidence and the CHKS indicate that Garfield students are generally passive participants in their lives who point to external factors for reasons why they feel they are not successful academically. Their reasons range from, "I'm just not any good at math" to "my mom makes me late." The Garfield staff have identified a need to support students in learning to take control of their lives, including that of their academic identities, and learning organization and goal-setting. School personnel can support growth in the understanding that Garfield students are capable. Belief statements embedded within the revised school mission and vision and inclusive language and curriculum can further support the feelings of inclusion for students. Additionally, the creation of a student-centered safe space in the counseling center will assist all Garfield students with feeling included in and engaging with the Garfield Community.

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	9-12	Increase student motivation at school as measured by Academic Motivation on CHKS.	51%	64% (equals state av)	CAL-SCHLS (CHKS)	Annually	
June 2023	9-12	Increase student sense of safety, security and value as measured by Connectedness on CHKS.	68% (state average is only 49%)	78%	CAL-SCHLS (CHKS)	Annually	
June 2023	9-12	Increase number of courses promoting equity, inclusiveness and connections with students by introducing more Ethnic Studies coursework.	1 course offered	2 ethnic studies courses, and units of study and modules embedded in at least 2 additional courses	Other (Describe in Objective)	Annually	
June 2023	9-12	Create safe and inclusive student center space in counseling center.	68%	78%	CAL-SCHLS (CHKS)	Annually	
June 2023	9-12	Lower the rate of suspension	.7%	.3%	Suspension	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Students with Disabilities	Increase the number of students who can identify their	Yet to be determined from site survey sample	increase to 100%	Other (Describe in Objective)	Annually

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			disability and articulate ways they can help themselves within that disability.				
June 2023	9-12	English Learner	Increase academic motivation	51%	64%	CAL-SCHLS (CHKS)	Annually
June 2023	9-12	Black or African American	Increase academic motivation	51%	64%	CAL-SCHLS (CHKS)	Annually
June 2023	9-12	English Learner	Lower the rate of suspension	2.2%	1%	Suspension	Annually
June 2023	9-12	Socioeconomically Disadvantaged	Lower the rate of suspension	.8%	.5%	Suspension	Annually
June 2023	9-12	Hispanic or Latino	Lower the rate of suspension	1.6%	1%	Suspension	Annually

Supporting Black Youth - Additional Goals

- ✓ Garfield HS's Site Equity Team will discuss the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal, taking into consideration contractual requirements in staffing.
- ✓ The staff diversity goal at Garfield HS is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Garfield's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, Garfield HS will monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ Garfield HS will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion or any trusted adult.
- ✓ Garfield HS's Site Equity Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained, taking into consideration contractual requirements that may displace employees the school wants to retain.
- ✓ Garfield HS will intentionally engage parents, staff and community members identifying as Black/African American through surveys, interviews or other communications to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes, if offered—gate, seminar, advanced placement for black youth.
- ✓ Garfield HS will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

STRATEGY 1: Student Created Educational Plans (Goal 1)

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

Strategy for all students with focus upon Low income, foster youth and EL.

***Strategy/Activity - Description**

All students will maintain their own Educational Plans to increase engagement and ownership with their own academic progress. Support will be guided by period 2 teachers and with structured time during the school day. Students will be supported each quarter to make updates to their electronic Ed Plans so they can better manage their progress toward graduation. A new student safe place will be created and furnished in the counseling center so students may collaborate with their counselors on their ed plans.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03614Q	Equipment Non Capitalized		\$300.00	\$300.00	0361-30100-00-4491-2700-3200-01000-0000	Title I Basic Program	[no data]		Printer, media device/peripherals to support student safe space.
N03619Y	Supplies		\$4,994.00	\$4,994.00	0361-09800-00-4301-1000-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support students in new ES curriculum and units of study such as supplemental workbooks and notetaking tools.
N0361CU	Counselor Hrly		\$3,000.00	\$3,714.30	0361-30100-00-1260-1000-3200-01000-0000	Title I Basic Program	[no data]		Hrly for counselors to provide additional support for students to develop their ed plans.

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

STRATEGY 2: Realignment of the Mission and Vision (Goal 1)

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

All students are focus of this strategy.

***Strategy/Activity - Description**

To support a more inclusive environment, Garfield is re-aligning the school's Mission and Vision Statements in order to reflect changes within the school's culture and outlook. That work is being driven by the newly formed Equity Team from 2020-21 and is expected to be drafted by mid-year. Input was taken from staff, students and parents via survey and then compiled and discussed by Equity Team. District Equity Leaders led PD with entire staff and then met for two workshops with volunteers who wanted to form the new Equity Team. This training was designed to determine how best to approach embedding the desires of the entire community into newly crafted Vision and Mission Statements.

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

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
STRATEGY 3: Updated Attendance Policy (Goal 1)									
*Students to be served by this Strategy/Activity									
All students to be served by this strategy focusing upon low income, homeless and EL.									
*Strategy/Activity - Description									
The new GHS Attendance Policy now requires more parent and student involvement led by school personnel to support better attendance and ultimately, more time in class. Staff involved in the plan include teachers, counselors, admin, and assistants. Initial data suggests it is improving daily attendance and time-in-class by reducing the total time of tardies.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03616W	Clerical OTBS Hrly		\$5,000.00	\$6,850.50	0361-09800-00-2451-2700-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hrly for OTBS to support student attendance, tardies, enrollment and awards for improvement in attendance.
N03617D	Supplies		\$6,500.00	\$6,500.00	0361-09800-00-4301-2700-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies needed to support development of new attendance policy. Examples to include printed notification sheets and paper for printing copies of the policy.
N03618F	Classroom PARAS Hrly		\$3,000.00	\$4,110.30	0361-30100-00-2151-1000-3200-01000-0000	Title I Basic Program	[no data]		Hrly for PARAs to support student attendance, tardies, enrollment and awards for improvement in attendance.

STRATEGY 4: Integrating Ethnic Studies Modules (Goal 1)

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

All students to be served by this strategy.

***Strategy/Activity - Description**

Creation of additional ethnic studies courses within social studies, and then units of study within English courses, and lastly for integration into other core classes. Modules for ORACLE need to be designed for social studies, English and then other courses. New books and supplies will be purchased to provide appropriate resources for new curriculum.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03611H	Software License		\$6,000.00	\$6,000.00	0361-09800-00-5841-2700-3200-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software licenses to support online ES.coursework for ORACLE and Day School.
N03613O	Supplies		\$4,902.00	\$4,902.00	0361-30100-00-4301-1000-3200-01000-0000	Title I Basic Program	[no data]		Books and supplies to support ethnic studies curriculum.
N0361CW	Supplies		\$2,553.00	\$2,553.00	0361-30106-00-4301-1000-3200-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Books and supplies to support ethnic studies curriculum.

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

STRATEGY 5: Professional Development for Special Education Case Workers (Goal 1, 3, 5)

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

Students with IEPs to be served with this strategy.

***Strategy/Activity - Description**

Most students with IEPs have limited to no understanding of their identified disability. Additionally, they do not know strategies they can use to help themselves live with their disability, despite the fact that most of these students are 16-18 years old and have had an IEP for years. Garfield Special Education caseworkers will take responsibility for their students being able to articulate their disability and name some strategies they can use prior to graduating from Garfield.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Growth from ELA was seen in internal measures during the last on-campus learning, prior to the beginning of the pandemic. As stated in our resource inequities, almost all of the students who are referred to Garfield are far below grade level and state indicators do not show the growth that occurs once they have enrolled at Garfield. Since students generally are not at Garfield for extended periods of time, long term growth is difficult to collect and therefore teachers will monitor student performance based upon internal measures.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Resource inequities show that the development of Oral Language skills need to be addressed. The majority of students at Garfield are Hispanic and speak two languages but are not proficient in either. Teachers will focus on strategies that support EL development.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The ILT and the PLCs need to focus on evidence-based strategies that impact student performance and create a scaffolded approach to learning. Their work with Marzano will help to address these areas. Students need to develop a strong foundation to offset their years of low performance. More consistent and focused monitoring of student performance and improvement needs to be a major point of emphasis.

***Identified Need - English Language Arts**

The most recent CAASPP proficiency scores were 4.5%. Between 84-86% of referred students do not meet standards on ELA SBAC. Because of the transitional enrollment of Garfield, longitudinal studies are not beneficial.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Increase student use of academic oral language by 10% as measured by volume and depth of language used according to site assessment form.	10% of students use a high level of oral language according to site measure	20% of students will use high level of oral language	Oral Language Samples	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Students with Disabilities	Increase student use of academic oral language by 10% as measured by volume and depth of language used according to site assessment form.	10%	20%	Oral Language Samples	Annually
June 2023	11	Black or African American	Increase Proficiency	5%	25%	CAASPP ELA	Annually
June 2023	11	English Learner	Increase Proficiency	0%	25%	CAASPP ELA	Annually
June 2023	11	Socioeconomically Disadvantaged	Increase Proficiency	5%	25%	CAASPP ELA	Annually

*Identified Need - Math

SBAC pass rate of students referred to Garfield is very low in math: 3% of students exceeded standards on math SBAC.

The initial pass rate of students in IM2a is the lowest of all math courses at 38% at Garfield. Efforts will be focused to increase that pass rate.

The level of academic talk within math courses is low overall, as per observation records. Instructional Rounds will focus on supporting growth of instructional strategies that encourage more academic talk within math courses.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Increase first time IM2a course completion rate, as measured by end of course grades.	38%	48%	Other (Describe in Objective)	Annually
June 2023	9-12	Increase student use of academic oral language by 10% as measured by volume and depth of language used in	10%	20%	Other (Describe in Objective)	Annually

		math courses according to observation records from Instructional Rounds.				
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***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Students with Disabilities	Increase overall first-time course completion rate, as measured by rate of percent passing class.	50%	55%	Other (Describe in Objective)	Annually
June 2023	11	English Learner	Increase proficiency	0%	25%	CAASPP Math	Annually
June 2023	11	Hispanic or Latino	Increase proficiency	2%	25%	CAASPP Math	Annually
June 2023	11	Black or African American	Increase proficiency	2%	25%	CAASPP Math	Annually

***Identified Need - English Learners**

Only 15% of ELs referred to Garfield are "Proficient" according to the most recent data available.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	English Learner	Increase percent of students scoring as "Proficient"	15%	18%	Summative ELPAC	Annually

***Identified Need - Graduation/Promotion Rate**

100% of students referred to the continuation schools are identified as at-risk of not graduating due to being extremely credit deficient. Garfield is designed to serve these students who are credit deficient due to lack of regular attendance. The reasons behind the attendance issues are complex and identify students who are in crisis. There are great needs in physical, mental and social-emotional health as identified from site collected data and the CHKS.

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

As one example, the CHKS identifies 8% of students using drugs/vaping ON campus within a 3-day period, which represents up to 25 students at any given time using drugs of some sort on campus. 13% of students miss school due to asthma, 12% miss due to dental issues. Although students identify as feeling safe at Garfield, 38% of students do not feel safe in their own neighborhoods; they bring that stress and anxiety with them to school.

The graduation rate reported as 49.5% according to DASS criteria does not accurately reflect the true graduation rate, which is at 78%. This site determined data point takes into account the students who earn a diploma without the restriction of the one-year time factor. Garfield students oftentimes need more time to earn their diplomas due to enrolling with skills in the range of grades 4-7. It is not in the culture of the school to push students through coursework without gaining real skills. Students are encouraged to remain in school longer and take more coursework until they can increase their skills to a level at which they may do well in post high school educational programs and life in general.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	"True" graduation rate will be increased by 3%. It will be measured by percent of students who earn a diploma or another state-sanctioned option of completing high school (eg: GED). Rate will be determined in relationship to students who drop out of school.	78%	81%	Graduation/Promotion	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Socioeconomically Disadvantaged	Students identified in need of mental health services will be referred to an appropriate agency for service, beyond site personnel.	17%	22%	Other (Describe in Objective)	Annually

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	12	English Learner	Graduation Rate	78%	81%	Graduation/Promotion	Annually
June 2023	12	Hispanic or Latino	Graduation Rate	78%	81%	Graduation/Promotion	Annually
June 2023	12	Students with Disabilities	Graduation Rate	78%	81%	Graduation/Promotion	Annually
June 2023	12	Homeless/Foster	Graduation Rate	78%	81%	Graduation/Promotion	Annually
June 2023	12	Black or African American	Students identify college and career goals before graduation via exit surveys.	50%	90%	Other (Describe in Objective)	Annually
June 2023	12	Socioeconomically Disadvantaged	Graduation Rate	78%	81%	Graduation/Promotion	Annually

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

STRATEGY 1: Integrated English Language Development Training for Educators (Goal 2, 5)

*Students to be served by this Strategy/Activity

EL and all students needing language development will be served.

*Strategy/Activity - Description

Professional learning to be focused upon strategies supporting language development for EL and all students. ILT leaders will attend professional learning as provided by district alongside their PLC and/or as a group, and then lead that training within PLCs. Visiting teachers will be needed for release time. Instructional Rounds, once they can resume, will focus upon teacher-identified observable behaviors as related to schoolwide focus goals and personal evaluation goals.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N03613S	Prof&Curriclm Dev Vist Tchr		\$6,000.00	\$7,428.60	0361-30100-00- 1192-1000-3200- 01000-0000	Title I Basic Program	[no data]		Visiting teachers needed to release teachers for PD.
N0361BU	Classroom Teacher Hrly		\$20,000.00	\$24,762.00	0361-30106-00- 1157-1000-3200- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Hrly to support PLC work toward Marzano Levels 2&3 and Ethnic Studies development.
N0361CA	Classroom Teacher Hrly		\$6,000.00	\$7,428.60	0361-09800-00- 1157-1000-3200- 01000-0000	LCFF Intervention Support	English Learners		Hrly for support of EL students toward language proficiency requirements for graduation.

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

STRATEGY 2: Increasing Language Demand in Math Classrooms (Goal 3)

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

All students to be served.

***Strategy/Activity - Description**

Math PLC and teachers to participate in professional learning related to language development and math, curriculum development, and pedagogical strategies, focusing upon academic talk.

Increase use of protocols to increase time on task and student engagement.

Counselors to monitor students on weekly basis and assign, as appropriate, to extra assistance during the after school Homework club.

STRATEGY 3: Professional Development PLC Leaders (Goal 2, 3, 5)

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

***Strategy/Activity - Description**

PD for ILT to help lead PLCs, focusing on strategies to support ELs.

Offerings at district of PD workshops.

Instructional Rounds to focus on growth in strategies to support ELs.

STRATEGY 4: Increasing Enrollment in ACCESS College Prep program (Goal 5)

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

Students with IEPs to be served with this strategy.

***Strategy/Activity - Description**

Enrollment of students with disabilities in the ACCESS College Prep program has not kept pace with that of the rest of the students. Skill level development to close that gap is a focus districtwide for students with disabilities and will serve to prepare more students for the additional expectations of college coursework and prep work. Closing that gap is necessary for students to be successful in the college prep and college coursework.

Special Ed staff is meeting weekly to monitor student academic growth toward closing the gap.

Bi-monthly ACCESS meetings will identify and call out progress of students with disabilities.

STRATEGY 5: Mentoring for Black Youth (Goal 1, 5)

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

Students who identify as black.

***Strategy/Activity - Description**

*Mentoring to be offered to all Garfield Black Youth from community and/or staff members.

*Garfield will identify a staff member to be liaison with student and district in the event student must attend the expulsion process.

STRATEGY 6: Socio-Emotional Learning Supports (Goal 1, 5)

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

All students served.

***Strategy/Activity - Description**

Although many factors affect Garfield's true graduation rate, the reasons that cause the lack of attendance that brought students to Garfield are almost always related to social-emotional student and family issues. An hourly will be funded to assist referring schools with identifying students in need of continuation services. Funding will also be used to identify the specific services needed to support students and families with their social-emotional wellbeing.

Instructional objectives related to this goal are outlined under ELA and math.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0361CT	Classroom Teacher Hrly		\$48,000.00	\$59,428.80	0361-30100-00-1157-1000-3200-01000-0000	Title I Basic Program	[no data]		Hourly work to assist SDUSD high schools with identifying students in need of continuation services to include family meetings, collaborating with school personnel and following up on all SIP documentation. Also hrly teacher work with GENESIS and new students referred.
N0361CY	Prof&Curriclm DevHrlyClsrmTchr		\$48,222.00	\$59,703.66	0361-31820-22-1170-2130-3200-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Hrly rates (Workshop, pro-rata, presenting and curriculum development) for certificated PD and curriculum development to support Marzano work toward Levels 2 & 3.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Garfield greatly increased communication with parents about student progress and grades via our Student Caseload workers who were created during the pandemic. Students at-risk in school also are at-risk when it comes to behaviors that can lead to dangerous patterns. We noticed that the previous on-campus suspension rates for homeless students grew and that other negative behaviors increased. It was also noted that more students were caught with knives on campus, thereby necessitating suspensions due to the types of knives. Although 100% of students said they felt safe at Garfield, they carried the knives because they felt unsafe walking home from the trolley stop. Some students were actually given the knives by their parents to carry. Garfield has and will continue to work closely with school police to discuss with families the implications for carrying knives. When schooling on campus, some students had to be excluded from school for a day due to mandatory suspensions. Thus far, this school year, no students have been identified as carrying knives to schools.

Communications with parents have shifted away from the student caseloads due to paraprofessionals resuming their regular work duties; however, the communications have continued with different protocols in place.

The new Attendance Policy has greatly increased parents engaging with their children as the school has applied pressure to families to take the responsibility to ensure their children are attending school daily and on time. Parents are meeting with site staff to strategize and address social-emotional issues behind the poor attendance. Personal contracts are written collaboratively and signed by all. Initial data indicates that parents are resuming their parenting duty and partnering with the school.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

New policies started this year and caseloads were phased out as full on-campus attendance resumed.

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Parent feedback has provided us with an area of need. We are going to host meetings to give parents support on outside organizations and how they can help the socio-emotional needs of their students. The school has adjusted to offering both in-person and on-line when possible for meetings and workshops.

*Identified Need

Lack of family active involvement with their children's schooling has been an on-going concern. Garfield would like parents to partner with the school about their children. Bringing families on site for high-interest workshops will increase contact with Garfield parents and create relationships with them. The topics to be discussed are those identified as issues of concern in the CHKS, via site records, and via parent surveys. Some workshops may be offered virtually.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase number of parents/guardians who engage with their child's school by offering high interest workshops within social-emotional development categories (Vaping/Drugs, Trafficking, Financial Aid, Immigration, and other issues relating to and affecting school attendance and time in class.etc.)	10% of families	30% of families	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/guardians will attend at least one workshop or meeting designed for families to become familiar with	10%	30%	Other - Describe in Objective

		current social-emotional issues pertaining to their children, including those affecting their attendance. To be measured by workshop and meeting attendance.			
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STRATEGY 1: On Site Workshops for Parents (Goal 6)

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

All families to be served.

***Strategy/Activity - Description**

Workshops and parent meetings to be designed and presented by staff and/or appropriate agencies.
 Workshops and meetings to include financial aid for post-secondary options, drugs, vaping, sex trafficking, college information, and on-line safety.
 Communications to be made via phone and Zoom.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0361AH	Inservice supplies		\$1,000.00	\$1,000.00	0361-30100-00-4304-2495-3200-01000-0000	Title I Basic Program	[no data]		Supplies and snacks for parent workshops, parent-student recognition events and meetings.

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

STRATEGY 2: Attendance Review Meetings with Parents (Goal 6)

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

All students to be served by this strategy.

***Strategy/Activity - Description**

New Attendance Policy requires parents to take the responsibility of ensuring their children are in school and with partnering with the school for support. Parents are required to attend meetings after a designated number of unexcused absences and to identify what they will do to ensure their child attends school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Garfield High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				Benefits/Non Salary cost					
N03618A	Inservice supplies		\$944.00	\$944.00	0361-30103-00-4304-2495-3200-01000-0000	Title I Parent Involvement	[no data]		Provide supplies such as note taking pads as well as refreshments for parent meetings and workshops to promote their engagement with their students' academic and social-emotional growth.
N03618K	Interprogram Svcs/Paper		\$475.00	\$475.00	0361-30103-00-5733-2700-3200-01000-0000	Title I Parent Involvement	[no data]		Printed advertisements for parent workshops and meetings.

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 High Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 82,303
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 59,704
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 201,095

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)	\$ 27,315
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 27,315

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)	\$ 31,773
[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): \$ 31,773

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 201,095

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Garfield Hi	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	6,000.00	0	\$6,000.00
Garfield High			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	5,000.00	0	\$5,000.00
Garfield High			3000 Benefits			0	\$3,279.10
Garfield High			4301 Supplies	Supplies	11,494.00	0	\$11,494.00
Garfield High			5841 Software License	Software License	6,000.00	0	\$6,000.00
Garfield High		(blank) Total				0	\$31,773.10
Garfield Hi	09800 LCFF Intervention Support Total					0	\$31,773.10
Garfield Hi	30100 Title I Basic Program	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	48,000.00	0	\$48,000.00
Garfield High			1192 Prof&Curricim Dev Vist Tchr	Prof&Curricim Dev Vist Tchr	6,000.00	0	\$6,000.00
Garfield High			1260 Counselor Hrly	Counselor Hrly	3,000.00	0	\$3,000.00
Garfield High			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	3,000.00	0	\$3,000.00
Garfield High			3000 Benefits			0	\$14,682.00
Garfield High			4301 Supplies	Supplies	4,902.00	0	\$4,902.00
Garfield High			4304 Inservice supplies	Inservice supplies	1,000.00	0	\$1,000.00
Garfield High			4491 Equipment Non Capitalized	Equipment Non Capitalized	300	0	\$300.00
Garfield High		(blank) Total				0	\$80,884.00
Garfield Hi	30100 Title I Basic Program Total					0	\$80,884.00
Garfield Hi	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	944	0	\$944.00
Garfield High			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	475	0	\$475.00
Garfield High		(blank) Total				0	\$1,419.00
Garfield Hi	30103 Title I Parent Involvement Total					0	\$1,419.00
Garfield Hi	30106 Title I Supplmnt Prog Imprvmt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	20,000.00	0	\$20,000.00
Garfield High			3000 Benefits			0	\$4,762.00
Garfield High			4301 Supplies	Supplies	2,553.00	0	\$2,553.00
Garfield High		(blank) Total				0	\$27,315.00
Garfield Hi	30106 Title I Supplmnt Prog Imprvmt Total					0	\$27,315.00
Garfield Hi	31820 ESSA Schl Imp (CSI) Funding	(blank)	1170 Prof&Curricim DevHrlyClstrmTchr	Prof&Curricim DevHrlyClstrmTchr	48,222.00	0	\$48,222.00
Garfield High			3000 Benefits			0	\$11,481.66
Garfield High		(blank) Total				0	\$59,703.66
Garfield Hi	31820 ESSA Schl Imp (CSI) Funding Total					0	\$59,703.66

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

GARFIELD HIGH SCHOOL

TITLE I PARENT & FAMILY ENGAGEMENT POLICY, 2022-23

Garfield High School with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- *Parental input is taken at any time, whether or not they choose to be an official participant in the SSC or any other school group.*
- *Meeting dates are set for the year once preferred times are determined; however, the school is flexible with responding to parents who want to be involved, at any time.*

Describe response here.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Describe response here.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Describe response here.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Describe response here.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Describe response here.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Describe response here.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Describe response here.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

Describe response here.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Describe response here.

(Insert School Name)'s Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on (Insert Date). The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before (Insert Date).

Signature Page

Enter Name and Title of Authorized Official

Name and Title of Authorized Official

Enter Signature of Authorized Official

Signature of Authorized Official

Enter Date

Date

California Department of Education

April 2020

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-23
Garfield High School

2.4 School-Parent Compact

This school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

This policy is a living document; the school takes input at any time and has the updated policy available for distribution at any time, including at the Open Houses, parent workshops, and at student enrollment periods, which occur throughout the year—quarterly or daily— depending upon the program. It is also publicly posted in hardcopy and on the school website.

The Garfield High School School-Parent Compact shall carry out the below requirements (20 U.S.C. § 6318[d]).

- 1) Garfield High School staff is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards.
- 2) Parents are responsible for ensuring their children are in school daily, well rested, and ready to learn. They are also responsible for participating in their children’s education and for partnering with school personnel (20 U.S.C. § 6318[d][1]) to best serve their children.
- 3) Communication between teachers, school personnel and parents on an ongoing basis is critical in developing a partnership to support all enrolled students.

Parent-teacher and staff conferences occur to support student achievement. (20 U.S.C. § 6318[d][2][A])

- During each enrollment period Garfield High School provides time with parents and their students to discuss expectations and resources that will support students’ social, emotional and academic growth while at Garfield.

- All teachers discuss their subject’s academic standards and the monitoring and achievement of students during the opening days of each quarter with students and at Open Houses and workshops with parents in attendance.
- Parent workshops are planned for throughout the school year covering such topics as financial aid for college and other post-secondary options, college enrollment, vaping/drugs, legal residency, gangs, sex trafficking, and other topics as requested.
- Individual family meetings and conferences review ways in which families can assist their child in developing positive behaviors and habits which are necessary to increase academic and social-emotional growth. As part of Garfield’s updated Attendance Policy, parents are regularly scheduled to meet in-person or via Zoom with the AP and counselor to discuss supports for students who are not attending school regularly or on time. Parents, students and school personnel all have expected active participation in these contracts.

There are frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

- Progress Reports are issued at 4-or-5-week intervals
- Report Cards are issued at the end of each quarter.
- Parents have access at all times to their student’s academic progress and attendance via PowerSchool’s Parent Portal.
- Part of each department meeting is dedicated to student concerns and follow up interventions including parent contacts.
- All staff make phone calls and translators are available to assist with those calls, when needed.
- Parent meetings are set up on a daily basis and posted to notify staff members to attend and/or contribute information.
- Instances in which parents had a direct influence on their child’s improvement following a phone call home are shared with staff to positively reinforce communicating with families on a consistent basis.

Garfield HS parents have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and to observe classroom activities. (20 U.S.C. § 6318[d][2][C])

- Parents are welcome to all school events and have a dedicated area in the counseling center when visiting the school regarding their children. Requests to visit classrooms will follow district and contractual guidelines and safety protocols.
- Recognition and awards programs are held after report cards are issued to recognize outstanding academics and progress of students. Parents and families are personally invited by phone and/or U.S. mail.

Garfield HS ensures regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- School communications are translated into Spanish, the predominant language of our families, and are distributed via phone, text and/or hardcopy and are posted on the school website.
- Meetings, parent intakes and all workshops are conducted in both English and Spanish.
- Sixty-six percent of the staff speak Spanish fluently including one counselor and the associate principal. All communications are made available in the family's preferred language.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school:ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Garfield High
Grade 11**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	42	16.7	92	14.1	70	8.6	68	2.9	9	-	-	-	42	2.4	91	1.1	59	0.0	67	3.0	8	-	-	-
Female	20	20.0	48	16.7	27	7.4	29	0.0	3	-	-	-	20	5.0	47	0.0	23	0.0	28	0.0	3	-	-	-
Male	22	13.6	44	11.4	43	9.3	39	5.1	6	-	-	-	22	0.0	44	2.3	36	0.0	39	5.1	5	-	-	-
African American	3	-	3	-	4	-	2	-	1	-	-	-	3	-	3	-	4	-	3	-	1	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	36	19.4	85	15.3	62	9.7	61	0.0	8	-	-	-	36	2.8	84	1.2	51	0.0	61	1.6	7	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	1	-	1	-	3	-	2	-	0	-	-	-	1	-	1	-	3	-	1	-	0	-	-	-
Multiracial	1	-	1	-	1	-	2	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
English Learner	12	0.0	23	4.3	14	0.0	19	0.0	0	-	-	-	12	0.0	23	0.0	12	0.0	20	0.0	0	-	-	-
English-Speaking	30	23.3	69	17.4	56	10.7	49	4.1	9	-	-	-	30	3.3	68	1.5	47	0.0	47	4.3	8	-	-	-
Reclassified†	16	25.0	48	20.8	44	11.4	32	0.0	7	-	-	-	16	0.0	47	0.0	36	0.0	32	3.1	5	-	-	-
Initially Eng. Speaking	14	21.4	21	9.5	12	8.3	17	11.8	2	-	-	-	14	7.1	21	4.8	11	0.0	15	6.7	3	-	-	-
Econ. Disadv.*	40	17.5	86	15.1	66	7.6	64	3.1	8	-	-	-	40	2.5	85	1.2	54	0.0	66	3.0	7	-	-	-
Non-Econ. Disadv.	0	-	6	-	4	-	4	-	1	-	-	-	2	-	6	-	5	-	1	-	1	-	-	-
Gifted	5	-	17	29.4	15	6.7	5	-	1	-	-	-	5	-	17	5.9	11	0.0	5	-	1	-	-	-
Not Gifted	37	16.2	75	10.7	55	9.1	63	3.2	8	-	-	-	37	0.0	74	0.0	48	0.0	62	3.2	7	-	-	-
With Disabilities	0	-	13	0.0	9	-	11	0.0	0	-	-	-	2	-	13	0.0	10	0.0	8	-	0	-	-	-
WO Disabilities	40	17.5	79	16.5	61	9.8	57	3.5	9	-	-	-	40	2.5	78	1.3	49	0.0	59	3.4	8	-	-	-
Homeless	5	-	17	11.8	5	-	12	0.0	2	-	-	-	5	-	17	0.0	3	-	14	0.0	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	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.

California Department of Education

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Garfield High (San Diego, CA) San Diego Unified

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Reporting Year:

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This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Red	Orange	None	None
English Learners	None	Orange	Red	Orange	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	Green	Red	Orange	None	None
Socioeconomically Disadvantaged	None	Orange	Red	Orange	None	None
Students with Disabilities	None	Yellow	None	None	None	None
African American	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Hispanic	None	Red	Red	Orange	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

APPENDIX E

2021-2022 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: GARFIELD HIGH

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

Evidence based student engagement strategies will be identified by the ILT and PLCs. Instructional Rounds, once they are able to resume, will focus upon those identified evidence based strategies. All strategies identified will be discussed within PLCs.

Visiting teachers will be used to support professional learning attendance as needed.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$6,469.74	30100-1260	Counselor hourly	Provided timely	Errors caused	Provide no more

Garfield High

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				to support training and activities pertaining to student identity and agency.	support for counseling activities including creating and verifying proper ed plans to support student identify and agency.	duplication of work time.	than 1 day per counselor.
Prof&Curriclm Dev Visit Tchr		\$7,188.60	30100-1192	Visiting teachers to provide release time for Professional Learning pertaining to creating a more collaborative and inclusive culture		Due to return from pandemic, not as many VT needed for PL as district restricted their use to COVID-related.	VT need will resume as PL is rescheduled for the upcoming year.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

PD for ILT to help lead PLCs, focusing on strategies to support ELs.
Offerings at district of PD workshops.
Instructional Rounds to focus on growth in strategies to support ELs.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.25000	\$27,059.80	30106-1107	Reading teacher to support ELLs.		Unable to find reading 0.25 teacher.	Try again.
Classroom Teacher Hrly		\$10,782.90	30106-1157	Teacher hourly to support ELLs.	Hourly pay needed for ELL		Re-allocate amount.

Garfield High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessment and support.		

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Enrollment of students with disabilities in the ACCESS College Prep program has not kept pace with that of the rest of the students. Skill level development to close that gap is a focus districtwide for students with disabilities and will serve to prepare more students for the additional expectations of college coursework and prep work. Closing that gap is necessary for students to be successful in the college prep and college coursework. Special Ed staff is meeting weekly to monitor student academic growth toward closing the gap. Bi-monthly ACCESS meetings will identify and call out progress of students with disabilities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$1,000.00	30103-4304	Supplies for meetings and events to support parents of students		Pandemic related issues caused reduction in	Re-allocate supplies. ACCESS to resume

Garfield High

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				with IEPs in college prep coursework.		parent events on campus. ACCESS program was paused due to pandemic.	semester II.
Interprogram Svcs/Paper		\$601.00	30103-5733	Copy paper for programs and events for parents of students with IEPs promoting and supporting their enrollment and persistence in college prep coursework.		Pandemic caused pause of ACCESS program.	Stock pile of copy paper due to reduction is use of paper.

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Workshops to be designed and presented by staff and/or appropriate agencies.

Workshops to include financial aid for post-secondary options, drugs, vaping, sex trafficking, college information, and on-line safety.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$1,500.00	30100-4304	Snacks and supplies for meetings and event involving parents and families	Helped to entice parents to return to campus.	Limited events were held in person due to pandemic.	Resume and increase due to all activities back on campus and cost of food has increased.

Garfield High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Postage Expense		\$550.00	30100-5920	Postage for family communications	Report card mailings.	Expensive to mail when everything is available on-line for parents.	New Attendance Policy requires US Mail of truancy letters. Resume budget here.
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Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Although many factors affect Garfield's true graduation rate, the reasons that cause the lack of attendance that brought students to Garfield are almost always related to social-emotional student and family issues. ESSA funding will be used to identify services to support students and families with social-emotional well being.

Instructional objectives related to this goal are outlined under ELA and math.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Clerical OTBS Hrly		\$665.45	30100-2451	Clerical hourly to support graduating students	Needed to provide hourly support after hours for		Resume budget.

Garfield High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					graduating students.		
Classroom PARAS Hrly		\$665.45	30106-2151	PARAs hourly to support graduating seniors	Provided after hours to support seniors at activities.		
Classroom PARAS Hrly		\$5,323.60	30100-2151	PARA hourly to support students in their work toward graduation	Provided after hours to support seniors at activities.		
Classroom Teacher Hrly		\$70,088.85	30100-1157	Hourly intake employee to meet with families and students referred to Garfield to discuss graduation options and teacher hourly supporting graduation requirements.	DC to assist site counselors at referring schools to meet with families and students regarding school options.		Increase budget to meet salary increase.
Supplies		\$8,011.00	30100-4301	Supplemental supplies to assist credit deficient students pursue graduation requirements	Supplies needed to support students.		Resume budget.
Interprogram Svcs/Paper		\$2,100.00	30100-5733	Paper to support independent studies program		Stockpile of paper due to pandemic-related reduction in use.	Reduce paper purchases.
Equipment Non Capitalized		\$2,000.00	30100-4491	Replace student use computer and or printer	Equipment needs on-going.		Equipment updates on-going.

Garfield High SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Software License		\$4,000.00	30106-5841	Software to support courses in day school and independent studies	Software used support coursework.	Some software purchases made by district.	Re-purchase software not purchased by district.
Supplies		\$356.00	30106-4301	Classroom supplies to support graduating seniors	Supplies needed for supporting seniors.		
Prof&Curriclm DevHrlyClstrmTch r		\$20,367.70	31820-1170	Hrly to support ILT leading and participating in Marzano-related PL (GVC) in weekly PLCs. This work increases the professional capacity of all teacher on campus, which supports students engaging in their classes and earning their credits toward graduation.	PLCs continued throughout pandemic.		Continue supporting ILT members in developing and leading PLCs and operational meetings.
Classroom PARAS Hrly		\$13,309.00	31820-2151	Student and Family Liaison/Caseload work after hours to improve student attendance and academic progress, which is needed to support	Caseload work provided link to families during pandemic and first year back.		All PARAs back on regular duty; hourly to shift to continuing after hours support and communications.

Garfield High

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				passing coursework required for graduation.			
Equipment Non Capitalized		\$31,955.00	31820-4491	Lenovo Chromebooks (approx. 77 @ \$410 each); devices for check-out by students who enroll in I.S. program or for those who take additional coursework in I.S., needed for diploma requirements and graduation.	Devices needed to replace non-functioning ones and to be available to students at school who enroll at Garfield without devices. All I.S. students need to be issued a device for home.		Replacement costs are on-going and cyclical. Currently can reduce amount needed for new devices.
<p>What are my leadership strategies in service of the goals? I need to ensure I sufficiently fund to support the staff time needed above and beyond the regular school day to assist our extremely credit-deficient students. Increasing our graduation rate requires all-staff efforts before and after school as our students require time and lots of support. Our objectives outline activities that staff members do to help support our students. Increasing the rate is a multi-faceted issue involving social-emotional and academic issues and relationship building.</p>							

SCHOOL NAME: GARFIELD HIGH

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

PD for ILT to help lead PLCs, focusing on strategies to support ELs.
Offerings at district of PD workshops.
Instructional Rounds to focus on growth in strategies to support ELs.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Independent Study	0.10000	\$5,977.91	09800-2101	PARA support for	Support needed.	Pandemic	Support will likely

Garfield High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Asst				ELL testing		affected on-site quantity of support needed. Change in staff member delayed retraining new person.	resume as funded.
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Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Although many factors affect Garfield's true graduation rate, the reasons that cause the lack of attendance that brought students to Garfield are almost always related to social-emotional student and family issues. ESSA funding will be used to identify services to support students and families with social-emotional well being.

Instructional objectives related to this goal are outlined under ELA and math.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$5,441.00	09800-4301	supplemental supplies to support students working toward graduation	Supplies needed to support students working toward		Maintain supplies budget.

Garfield High SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					graduation.		
Supplies		\$3,040.00	09800-4301	Office supplies	Supplies needed for office work.		Maintain supplies budget.
Interprogram Svcs/Paper		\$1,280.00	09800-5733	Copy paper for day school and independent studies programs		Current stock pile of paper.	Don't allocate for additional paper.
Clerical OTBS Hrly		\$13,309.00	09800-2451	Clerical hourly to support end of year graduation activities and family support with non-graduating students		Had fewer on-campus parent activities for first full year back after pandemic.	Resumed on-campus parent workshops and activities. Will need to reallocate funds.
Software License		\$5,000.00	09800-5841	Newsela and XELLO software to support teaching and learning of coursework needed for graduation	Software used.	District purchased some software centrally.	Maintain software budget but verify which software is already purchased by district and degree of use by staff.
Classroom Teacher Hrly		\$11,981.00	09800-1157	Teacher hourly to provide support for students earning credits toward graduation		Not as much hourly used due to return from pandemic issues.	Resume hourly for supportive programs, new curriculum in ORACLE and Ethnic Studies integration.
<p>What are my leadership strategies in service of the goals? Closely monitor returning and resuming more on-campus activities involving families. New Attendance Policy at Garfield may affect funding amounts needed in each category.</p>							