THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT GARFIELD ELEMENTARY SCHOOL

2022-23

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: Murphy, Mechale
Contact Person: Murphy, Mechale
Position: Principal
Telephone Number: 619/362-4300;
Address: 4487 Oregon St, Garfield Elementary, San Diego, CA, 92116-3018,
E-mail Address: mmurphy2@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: January 24, 2023

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: GARFIELD ELEMENTARY   PHONE 619-362-4300   FAX   619-3624100

SITE CONTACT PERSON: MECHALE MENCY MURPHY   E-MAIL ADDRESS: MMURPHY2@SANDI.NET

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

X 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:

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

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

☐   English Learner Advisory Committee (ELAC)   Date of presentation: 10/5/22

☐   Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: 11/4/22

☐   Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 11/4/22

☐   Site Governance Team (SGT)   Date of presentation: 12/9/22

☐   Other (list): _____   Date of presentation: _____

1. 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.

2. 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: 10/05/2022

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.

MECHALE MENCY MURPHY
_____   _____
Type/Print Name of School Principal   Signature of School Principal / Date

MARIO   OLMEDO
_____   _____
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson / Date

BRICELY RESENDIZ
_____   _____
Type/Print Name of ELAC Representative   Signature of ELAC Representative / Date

Mitzi Menho
_____   _____
Type/Print Name of Area Superintendent   Signature of Area Superintendent / Date   10/7/22

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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 and Additional Targeted Support and Improvement. 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 standards-based lessons. 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 (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: 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.

ENGAGING EDUCATIONAL PARTNERS

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 2021-2022, stakeholders were involved in the 2021-2022 budget development process via multiple meeting opportunities to dialogue and solicit input. Below are the meetings involved:
*School Site Council Meetings, ELAC, and "Koffee Klatch" (informal meetings with the Principal held 2nd Thursday from September through December)
*Grade Level Family Meetings: these meetings are designed to give parents specific information about standards-based instruction and student progress. Parents at each grade level were informed of the math, language, and ELA literacy standards, and data from FAST was shared.
*Families were informed of the action to be taken by educators at Garfield as a result of the data. Funds would be used to target TK3-4 through grade 5 literacy intervention for math, ELA, and language.
*The same information was shared with the Site Governance Team (5/7/22) and our Instructional Leadership Team (5/14/22). Both teams comprise all SDEA members at Garfield. Additionally, information was shared with classified staff at their monthly meeting (6/4/22).
March 03, 2022, SSC met to look at and analyze the student survey; review the approved 21-22 and 22-23 Budget; and discuss the SPSA and LCFF evaluations

June 08, 2022, SSC met to develop the school parent Compact and Parent Involvement Policy

August 26, 2022, Staff meeting: the staff was informed of our current data, and how we are doing with the support

September 21, 2022- Staff held a team meeting to review information related to goals, actions, and funding for SPSA

October 5, 2022 - ELAC provided input regarding goals for English Language Learners.

October 5, 2022- SSC met to review the 2022-23 SPSA. SSC revised and approved the SPSA, the School-Parent Compact, and the Parent Engagement and involvement Policy

RESOURCE INEQUITIES

Garfield Elementary has a population of 248 students. We are in the process of creating a Five Year Strategic Plan to provide instructional stability and a compass to guide the support we are providing to three key groups: Black youth, English language learners, and students receiving special education services. There are significant resource inequities in 3 key areas: use of common assessments; understanding of instructional practices that allow increased student talk; and lack of alignment across grade levels with math and ELA curriculum.

2022 CAASP Data is included. Data from the following assessments were also analyzed to look for trends that established school-wide strengths to build upon and academic challenges: DEMI, FAST, site-based assessments for Eureka math, Lucy Caulkins student writing, and DRA. To appropriately address the social-emotional needs of students in a meaningful way, the Calif Healthy Kids Survey was used along with the California Parent Survey.

FAST ELA was administered to students in K-5th grade.
- 42% of UTK students met BOY assessment standards for ELA - 25% for math
- 13% @RISK / 17% STRATEGIC IN KINDERGARTEN
- 29% @RISK/ 15% STRATEGIC IN FIRST GRADE
- 6% @RISK / 14% STRATEGIC IN SECOND GRADE
- 17% @RISK / 8% STRATEGIC IN THIRD GRADE
- 7% @RISK / 13% IN FOURTH GRADE
- 10% AT RISK IN GRADE 5 / 10% @STRATEGIC LEVEL

CAASP DATA 2022 REFLECTING % OF STUDENTS NOT MEETING OR EXCEEDING STANDARDS:

GRADE 4
- OF ALL STUDENTS 29%
- AFRICAN AMERICAN STUDENTS 25%
- LATINX STUDENTS 35%
- SWD 43%

GRADE 5
- OF ALL STUDENTS 32%
- AFRICAN AMERICAN STUDENTS 0% (3 STUDENTS TOTAL)
- LATINX STUDENTS 39%
- SWD 80%

For SEL, we used the California Healthy Kids assessment data. These were our findings based on responses from our 5th-grade students:

CARING ADULTS AT SCHOOL: 52% of students report that they experience adults at school who care about them.

HIGH EXPECTATIONS: 67% of students report that their teachers expect them to do their best. 0% reported that teachers did not expect their best work. 90% of students reported that adults at school offer praise when they do their best job.

MEANINGFUL PARTICIPATION: 29% report that they are provided opportunities for meaningful engagement in school events. Students reported that they are not given the opportunity to decide on rules or activities. Grown-ups do not ask them for their ideas nor do they have the opportunity to solve school problems. Students did report positive feedback at the rate of 57% of interesting things occurring at school.

SCHOOL CONNECTEDNESS: 52% of students report an overall connectedness or sense of belonging. 15% of students reported feeling unsafe while 85% reported that they felt safe at school. 19% reported that teachers respond fairly to students when there is conflict while 83% reported equitable discipline practices were in place.

Chronic Absenteeism data we did not have access to up-to-date data on chronic absenteeism specific to our site. We used district-wide numbers to assess absenteeism - Chronic absenteeism rates nearly doubled for some student groups in the district. The number of students missing at least 10% of the school year shot up from 11% to 21% for Black students and from 13% to 24% for English learners.
The following past practices will remain in place and continue through the 22-23 school year:
- Professional learning specific to understanding the philosophy behind the common core standards and developing students' language, problem-solving, and critical thinking skills
- Redefining collective teacher efficacy and professional learning communities
- Aligning our assessment practices with that of district assessment expectations - educators are in need of PD in DEMI and FAST
- Compliance monitoring for ELPAC and translating that into actionable work in the classroom
- Release time for cross-grade level articulation about student progress 3 times a year

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Christina Sfez	Parent
Mechale Mency Murphy	Principal
Goerge-Halling Monica	Classroom Teacher
Sevanne Quinn	Classroom Teacher
Kristi Frizzi	Parent
Alexis Ahumada	Classroom Teacher
Mario Olmedo	Parent
Maria Campos	Other School Representative
Helen Selassie	Parent
Caleb McCanne	Parent

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).

Garfield has a low incidence of behaviors that violate the California Education Code. During the 2021-2022 school year, there have been only 16 teacher referrals (all from the same class) and 0 home suspensions. Teachers are using strategies from PBIS along with lessons and have implemented Morning Meetings. Administration visits classes once a month focused on mindset and emotional intelligence. The California Healthy Kids survey of our 5th-grade students which assesses their emotional and social comfort levels at school revealed that many of our students would like more agency or access to decisions made at school. Additionally, understanding their feelings and building healthy relationships showed up as a need for support.

Data from the California Dashboard did reveal that Garfield was in the RED for both absenteeism and suspensions for the 2018-2019 school year. During the 2020-2021 school year, CAASP data was only collected for suspensions and attendance. Garfield is no longer in the RED for suspensions as a result of restorative discipline practices as well as doing immediate parent meetings, in person, for students who have allegations of bullying. Addressing bullying immediately has reduced the need for discipline from the administration as well as the change in focus in teaching the

"victims" or students subjected to bullying. Classroom lessons on resilience and courageous communication are included in lessons provided by the administration for teachers.

Between the 2019-2020 school year to the 2021-2022 school year, Garfield experienced a drop from 72% of students attending school on a daily basis to 19% attending school on a daily basis. This translated to a rise in chronic absenteeism from 9% in the 2019 dash 2020 school years to 52% in the 2021-2022 school year. Additionally, in the 2020 to 2021 school year, we experienced a rise from 5% to 19% of students who were borderline chronically absent. It is important to note that a significant variable played a role in the decrease in students attending school on a daily basis. Between the 2019 school year and the 2022 school year, COVID-19 was still actively infecting students and families. The high number of absences was a result of students being quarantined due to symptoms connected to COVID-19.

*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).

Reduced need for disciplinary action from administration with the implementation of PBIS strategies in the classroom.

*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.

Garfield has relaunched the work they began with PBIS as well as starting SEL anchored in developing students' emotional intelligence. Additionally, Garfield has a new counselor who is conducting social groups focused on supporting students with ADHD and teaching them strategies to help with focus and attention; supporting students who struggle to connect with their peers; supporting students who need help learning new ways of resolving conflict. Garfield has also opened a space (The Chill Room) for students to take sensory breaks. The room has sensory tools such as fidgets and visual stimuli to help them calm down and take space.

*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 BLUE 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 collected by SDUSD revealed that Garfield averaged 91.5% of students present on a daily basis. Disaggregated data is not yet available.

Suspension Rates collected by SDUSD:
- Schoolwide 0%
- English Learners 0%

- Hispanic students 0%
- Students with Disabilities 0%
- African American 0%
- Socioeconomically Disadvantaged students 0%

According to the 2021 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 =62% strongly agree, and 32% with agree=99%
- The school encourages me to be an active partner with the school in educating my child=55% strongly agree, and 42% agree.= 92%
- School actively seeks the input of parents before making important decisions=38% strongly agree, 42% agree= 87%
- 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%

*Goal 1 - Safe, Collaborative and Inclusive Culture					
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-5th	Decrease the overall school-wide chronic absenteeism rate	4.1%	3.1%	Attendance	monthly
June 2023	TK-5th	Decrease the overall suspension rate	4.8%	1.0%	Suspension	weekly
June 2023	Tk- 5th	Increase the average parent involvement by 11% - data collected from parent participation in monthly Koffee Klatch, PTO participation, SSC participation, and ELAC	11%	20%	Other (Describe in Objective)	monthly
June 2023	TK-5th	Decrease referrals from classrooms and recess; forms submitted that are used to track referrals (referring teacher, reasons, time of day)	15%	5%	Other (Describe in Objective)	monthly

Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK- 5	Students with Disabilities	Suspension decrease	11.4%	1.0%	Suspension	Weekly
June 2023	TK-5	Black or African American	Suspension decrease	8.3%	1.0%	Suspension	Weekly
June 2023	TK-5	Students with Disabilities	Chronic Absenteeism decrease	18%	1.0%	Chronic Absenteeism	Weekly
June 2023	TK-5	English Learner	Chronic Absenteeism decrease	22.3%	1.0%	Chronic Absenteeism	Weekly
June 2023	TK-5	Black or African American	Chronic Absenteeism decrease	27.5%	1.0%	Chronic Absenteeism	Weekly
June 2023	TK-5	Socioeconomically Disadvantaged	Chronic Absenteeism decrease	21.9%	1.0%	Chronic Absenteeism	Weekly
June 2023	TK-5	Hispanic or Latino	Chronic Absenteeism decrease	20.1%	1.0%	Chronic Absenteeism	Weekly

Supporting Black Youth - Additional Goals

✓ 1. SGT is Garfield's site Equity Team and suspension and referral data will be reviewed each month along with complaints filed related to racism by students. Garfield is currently addressing issues of bias against African American students. The goal is to bring the complaints to the Equity Team and use them to provide professional development for the team on how to address complaints of racial bias and provide teaching to those students engaged in the behavior.

✓ 2. The staff diversity goal at Garfield is to FIRST create a climate that is welcoming to BIPOC staff and educators by providing training in microaggressions and district discrimination policies. We hope to increase the percentage of diverse educators and staff from the current year to the following year, including an analysis of classified vs. certificated staff. Educators did not commit to participating in anti-bias training. As a result, panels are not used to conduct interviews or select candidates. Panel interviews will resume when teachers participate in anti-bias training. Research shows that school sites that lack racial diversity are the result of the use of panel interviews that are not made up of racially diverse members. Further research shows that the lack of diversity in teaching teams is a result of the lack of diversity in decision-makers responsible for hiring. (LCAP 4)

✓ 3. Garfield has a system to monitor and analyze behavioral referrals, and referrals to receive Special Education services to ensure that Black Youth are experiencing higher rates of in and out-of-school suspension. Additionally, an RTI process that challenges teachers to collect data on the efficacy of the strategies used in small group intervention is in place. Teachers will increase the frequency of assessments for students who are at risk to determine if in-class support is leading to progress prior to doing a referral to special education and this data is required to even move forward with testing for special education. This practice seeks to provide proof that strategies used to raise a student's baseline scores are effective.

✓ 4. Black Youths at Garfield have access to restorative justice practices in an effort to reduce the use of suspension and expulsion. Teachers will

receive more explicit and direct training in creating trauma-informed classrooms with the goal of helping teachers understand the causes of maladaptive behavior as well as restorative justice with the goal of not increasing the trauma students through the use of harsh disciplinary practices.

✓ 5. Garfield's SGT/Site Equity Team will lead the review of data and engage in collective learning related to bias and microaggressions in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Garfield will intentionally engage parents, staff, and community members identifying as Black/African American through interviews to learn about their experiences and gain their input/feedback on site goals and actions. Garfield will also ensure the inclusion of adults supporting Black Youth on SSC, PTO, and ELAC as many of our EL students are Black Youth.

✓ 7. Garfield will increase the ways students can qualify for GATE. In addition to the testing for GATE, teachers may prepare a portfolio demonstrating students' gifted status to increase opportunities for inclusion for Black Youth. Ensure Black Youth have access to rigor available through programs such as Achieve 3000, DBQs, and ACT Now.

✓ 8. Culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups are included in this year's professional development plan.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Professional learning in the areas of implicit/explicit bias, anti-bias/ anti-racism, and professional learning in professional learning communities

*Strategy/Activity - Description

Create a "coalition of the willing" by providing teachers access to book studies and out-of-district workshops related to antiracism and trauma-informed care. A coalition of the willing suggests seeking out educators interested in not only learning more about antiracism but also inclusivity and trauma-informed care.

*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
N01245M	Supplies		$2,945.00	$2,945.00	0124-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teaching materials, books, supplies, supplemental curriculum
N01245N	Supplies		$161.00	$161.00	0124-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Scholastic news teaching materials

*Additional Supports for this Strategy/Activity
Additional resources: conferences or networking professional learning for educators and administration as well as office team; professional reading; guest speakers; release time to visit classes

Strategy/Activity 1

*Students to be served by this Strategy/Activity
Garfield teachers are learning about educational neuroscience and one key point of research is how neuroplasticity is a result of being in learning situations that challenge students to grapple with complexity and engage in social learning with peers. Our goal is to bring activities such as coding, robotics, and chess to Garfield, and have the facilitators require students to have random and diverse partner groups. This strategy will increase belonging in a DIVERSE setting and not just belonging in a group setting. Additionally, language practice, problem-solving, and higher-order thinking are involved in these strategies that seek to challenge students to set up learning experiences with friends they are not normally with during the day.

*Strategy/Activity - Description
Students across all student groups are recruited to be in a variety of after-school activities that are focused on building higher-order thinking skills and social learning. Students will rotate through robotics, chess, art, and coding classes through grades 3-5.

*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
N01245O	Supplies		$5,126.00	$5,126.00	0124-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Increase access to enrichment for GATE coding, chess, robotics

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

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).

The overall implementation of Lucy Caulkins' reading and writing curriculum along with small group support in designated English language development has boosted teacher confidence in practice. Confidence in curriculum coupled with the knowledge of how to effectively use curriculum boosts student performance. Regularly connecting writing to read which gave students increased access to language development. FAST data indicates a need to bolster instruction in phonological awareness. 33% of first graders did not pass DRA for phonemic and phonological awareness in the 21-22 school year. This year, 47% of first graders pass the DRA. 2021-2022 Data from Achieve 3000 indicate that 68% of students in grades 3-5 are reading at or above the Lexile for their grade level. End-of-year data listed 82% of students at grade level in grades 3-5.

Garfield Elementary had 73% of students on grade level for ELA on CAASP. 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Garfield teachers have elected to wait until mid-year to bring in an intervention teacher after mid-year data for FAST has been released. We also have a regular after-school intervention led by a visiting teacher. Students work with the teacher to monitor their progress on Xtramath, ST Math, and homework support.

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 teachers hourly so they can create additional formative assessments to monitor student learning and planning outside the teaching day.

*Identified Need - English Language Arts

Garfield is identified as a Title 1 school with 80% of students from the socioeconomic group targeted for support through LCAP and title 1. 20% of students are also EL while 17% of students are Black and 47% Hispanic. The goals established below are based on the vision of using the research from 90/90/90 schools to create incremental growth toward having 90% or more students working on grade level and 100% of students with disabilities meeting their yearly IEP goals. These goals are being addressed by continuing to apply strategies already in place and applying new strategies from 90/90/90 research. The current 90 Practices in place is having highly qualified educators appropriately assigned to grade levels that match their knowledge and expertise. Also in place is a research-based curriculum as well as the use of common assessments. This year, Garfield starts the year with a goal of moving toward shared year-long writing plans designed to provide every PLC with in-house continuous professional learning among teaching peers. Calibration is happening around using rubrics and following the California standards for teaching standard. Additionally, there is a goal to standardize curriculum tools used so that teachers can use student work to make decisions related to curriculum to be used to support small and whole group learning.

No gap exists between Black Youth and White students in English language arts.
A Significant gap exists between English Learners and English-only students. While ELPAC data shows students making progress in language development, this is not translating to commiserate growth in line with their English-only peers. All data from FAST, DEMI, and CAASP as well as teacher-collected fluency results and Achieve 3000 show that ELs are not making adequate yearly progress.
Increase access to the additional supplemental curriculum for grades 3-5 that allows teachers to increase rigor and integrate critical reading and writing using sources through the use of ACT Now and DBQs.
Provide intensive intervention using the Reading Recovery curriculum and a visiting teacher to provide students at an intensive level
Provide coaching and support after school for teachers new to teaching grades UTK-2 and special education teachers using a one-on-one support site teacher.

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-2	Increase the percentage of levels in F&P	42%	57%	Fountas and Pinnell	Bi-Monthly
June 2023	1-5	Decrease the percentage of students showing as AT RISK or SOME RISK	15%	9%	FAST aReading	Annually
June 2023	1-5	Increase the percentage of students in Exceeds	18%	20%	FAST aReading	Annually
June 2023	1-5	Increase the percentage of students in Meets	49%	55%	FAST aReading	Annually
June 2023	3-5	Decrease the percentage of students showing AT NOT MEETS	13.7%	9%	CAASPP ELA	Annually
June 2023	3-5	Decrease percentage of students showing ALMOST MET	16%	10%	CAASPP ELA	Annually

Garfield Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Increase the percentage of students MEETING	19.5%	59%	CAASPP ELA	Annually
June 2023	3-5	Increase percentage of students EXCEEDING	32%	35%	CAASPP ELA	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Increase	89%	91%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Increase	63%	68%	CAASPP ELA	Annually
June 2023	3-5	White	Increase	75%	91%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase	45%	50%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase	17%	27%	CAASPP ELA	Monthly
June 2023	TK-2	Black or African American	Increase	33%	36%	Fountas and Pinnell	Monthly
June 2023	TK-2	English Learner	Increase	36%	39%	Fountas and Pinnell	Monthly
June 2023	3-5	English Learner	Decrease NOT MEETS	41.7%	21.7%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Decrease ALMOST MEETS	41.7%	21.7%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase MEETS	8.3%	15%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase EXCEEDS	8.3%	15%	CAASPP ELA	Annually
June 2023	1-5	English Learner	Increase	52%	25%	FAST aReading	Monthly

*Identified Need - Math

No gap exists between Black Youth and White students.

A Significant gap exists between English Learners and English-only students. While ELPAC data shows students making progress in language development, this is not translating to a commensurate growth in line with their English-only peers. All data from FAST, DEMI, and CAASP as well as teacher-collected fluency results and Achieve 3000 show that ELs are not making adequate yearly progress.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5th	Increase the percentage of meeting and exceeding grade-level standards	63%	65%	CAASPP Math	Annually
June 2023	TK-2	Increase the percentage of Math	40%	49%	End of Unit Assessments	Monthly

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5th	Students with Disabilities	Decrease NOT MEETS	27%	10%	CAASPP Math	Annually
June 2023	3-5th	English Learner	Increase EXCEEDS	23%	30%	CAASPP Math	Annually
June 2023	3-5th	English Learner	Increase MEETS	0%	20%	CAASPP Math	Annually
June 2023	3-5th	English Learner	Decrease ALMOST MEETS	23%	13%	CAASPP Math	Annually
June 2023	3-5TH	English Learner	Decrease NOT MEETS	53.8%	37%	CAASPP Math	Annually
June 2023	3-5TH	Students with Disabilities	Decrease ALMOST MEETS	45.5%	32%	CAASPP Math	Annually
June 2023	3-5th	English Learner	Increase MEETS	18.2%	22%	CAASPP Math	Annually
June 2023	3-5th	Black or African American	Decrease ALMOST MEETS	11%	5%	CAASPP Math	Annually
June 2023	3-5th	Black or African American	Increase MEETS	33%	38%	CAASPP Math	Annually
June 2023	3-5th	Black or African American	Increase EXCEEDS	55%	60%	CAASPP Math	Annually
June 2023	3-5th	White	Decrease NOT MEETS	33%	23%	CAASPP Math	Annually
June 2023	3-5th	White	Increase MEETS	11.1%	23%	CAASPP Math	Annually
June 2023	3-5th	White	Increase EXCEEDS	55.6%	65%	CAASPP Math	Annually

*Identified Need - English Learners

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.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	All students TESTING AT DEVELOPED will increase one language level/step in a school year	29.63% DEVELOPED	40%	Summative ELPAC	ANNUALLY
June 2023	TK-5	English Learner	All students TESTING AT MODERATELY DEVELOPED will increase one language level/step in a school year	37.04% MODERATELY DEVELOPED	48%	Summative ELPAC	ANNUALLY

*Identified Need - Graduation/Promotion Rate
Based on the data above to support district goals for increasing graduation rates: Increase the number of students identified as proficient in English and increasing the number of parents proficient in English by providing ESL via zoom to parents in the morning and evening. Also, decrease the number of ELs students performing at NOT MEETS and ALMOST MEETS promoting to middle school. Increase parent participation among parents of Black Youth through SGT and SCC and the number of EL parents in ELAC and both groups participating in PTO. Provide after-school and before-school tutoring for newcomers and students not yet proficient in English with a visiting teacher.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	GRADES 3-5	INCREASED USAGE OF ACHIEVE 3000 (Use Achieve Data usage to measure)	78%	100%	Other (Describe in Objective)	Bi-monthly
June 2023	GRADES 1-5	INCREASED USAGE OF ST MATH (Use of ST MATH Usage reports)	48%	59%	Other (Describe in Objective)	Bi-monthly

*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	1-5	English Learner	Increase PROF/ADV	22%	35%	FAST aReading	Trimester
June 2023	1-5	English Learner	Increase PROF/ADV on FASTmath	14%	26%	Other (Describe in Objective)	Bi-monthly
June 2023	1-5	Students with Disabilities	Increase	5%	17%	FAST aReading	Trimester
June 2023	1-5	Black or African American	Increase	53%	65%	FAST aReading	Trimester
June 2023	1-5	Students with Disabilities	Increase PROF/ADV on FASTmath	47%	59%	Other (Describe in Objective)	Trimester
June 2023	1-5	Black or African American	Increase PROF/ADV on FASTmath	42%	34%	Other (Describe in Objective)	Trimester

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	ALL GROUPS	ACCESS TO TEACHERS MEETING REGULARLY FOR DATA ANALYSIS -	6 meetings last year for	8 meetings this year for	Calendars/Agendas	Annually

			CREATING EFFECTIVE PLCs	Data Analysis	Data Analysis		
June 2023	UTK-5	ALL GROUPS	INCREASE PD OFFERED TO TEACHERS THAT INCLUDES FOLLOW-UP VISITS	0	2 ROUNDS	GOOGLE SHARING DOCS	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 80% of Garfield Elementary's student population is considered socioeconomically disadvantaged. This group is addressed to increase ELA percentage scores on CAASPP.

Add monthly opportunities for students to have project-based learning for English language development in Art----art lessons designed to integrate English language development and higher-order thinking skills.

*Strategy/Activity - Description

STRATEGY: Add Reading Recovery as an intervention for key student groups: Black Youth, ELL, and low socioeconomic; Increase classroom support specific to literacy using paras; provide literacy training for PIFs to address first and second-grade learning loss in foundational skills (phonology, sound spelling cards, sight words, reading fluency)---training will be held after school hours so additional para hours are required. PIFs will work with teachers in providing at-risk student intervention during and after school. Provide teachers with a supplemental curriculum (Lucy Caulkins) as well as learning materials to use during class instruction (journals, chart paper, writing tools, manipulatives, etc.). Software/tech supports for intervention in ELA and ELD will be provided. Currently, Achieve 3000 is used and Smarty Ants. Additional software and tech will also be provided to students for intervention.

EXPLANATION: Due to COVID-19, there is exceptional learning loss for students who are from key subgroups: ELL, Black Youth, and low socioeconomic. Increased support is required during small group learning time in the classroom. Additionally, many students had limited learning benefits from online learning because they needed opportunities to be on campus with access to resources such as sound spelling cards, magnetic letters, pre-decodable and decodable books, etc. Increased literacy skills in TK-2 will increase the chances of students working at or above grade level in grades 3-5 on the CAASP. Data from the CAASP and other information are listed below.

Garfield Elementary met and exceeded its goal from 68% to 73% due to our focus on 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, 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.

STRATEGY: Brain-based teaching using art to teach reading response with integrated ELD. Provide instruction to students during the learning day with the support of an additional teacher coming to class and teaching language and thinking skills using text and integrating art.

*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
N01241	Software License		$13,920.00	$13,920.00	0124-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software licenses such as Achieve 3000, Smarty Ants, Rosetta Stone, and Xtramathare are used as supplemental support for EL and foster youth and students and enrichment for at-risk students
N0124M	Prof&Curriclm DevHrlyClsrmTchr		$2,438.00	$3,018.49	0124-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		INTERVENTION AND SUPPORT FOR AT-RISK STUDENTS
N01242H	Prof&Curriclm Dev Vist Tchr		$2,971.00	$3,678.40	0124-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N01242M	Interprogram Svcs/Field Trip		$613.00	$613.00	0124-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		OFF-CAMPUS OPPORTUNITIES FOR LEARNING AND ON-CAMPUS GUESTS FOR LEARNING
N01242W	Classroom Teacher Hrly		$12,332.00	$15,268.24	0124-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N012457	Classroom Teacher Hrly		$8,222.00	$10,179.66	0124-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N01245K	Classroom PARAS Hrly		$1,863.00	$2,552.50	0124-09800-00-2151-1000-	LCFF Intervention Support	English Learners,		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND

				1110-01000-0000		Foster Youth, Low-Income		IN-SCHOOL SMALL GROUP SUPPORT
N01245L	Classroom PARAS Hrly		$10,000.00	$13,701.00	0124-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N01245U	Prof&Curriclm Dev Vist Tchr		$5,160.00	$6,388.60	0124-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N01246J	Special Ed Tech Clsrm Hrly		$950.00	$1,301.60	0124-09800-00-2154-1110-5750-01000-4216	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N01247U	Classroom Teacher Hrly		$30,420.00	$37,663.00	0124-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N01249P	Other Nonclsrm PARAS Hrly		$2,795.00	$3,829.44	0124-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N0124AC	Prof&Curriclm Dev Vist Tchr		$4,851.00	$6,006.03	0124-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT
N0124AF	Classroom PARAS Hrly		$12,943.00	$17,733.21	0124-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		INTERVENTION AND SUPPORT IN ELA AND MATH - TUTORING AND IN-SCHOOL SMALL GROUP SUPPORT

*Additional Supports for this Strategy/Activity

Use of Rosetta Stone for afterschool tutoring as well as Xtramath.

Strategy/Activity 2

*Students to be served by this Strategy/Activity

All teachers provided professional learning from YouCubed and GLAD designed to provide teachers strategies for increasing student engagement; building teacher background knowledge in sheltered English language development strategies; and both designated and integrated ELD.

*Strategy/Activity - Description

 TK-2 teachers provided professional learning refreshers and some first-time prof learning in meeting the needs of EL learners using sheltered. These are in-person training that includes presenters teaching lessons in class. Teachers will also be provided with materials/resources/supplies: math manipulatives, writing tools, chart paper, math read-aloud, copy paper, etc. Teachers will also have release time to analyze data, create action plans, and co-create lesson plans. Para educators to provide in-class support during instruction and in training at-risk students in using software/tech designed to increase student understanding of math concepts and build math fluency (number sense). Teachers provide after-school intervention in math with the support of paras.

Strategies from GLAD will best be used in developing language in content areas such as math and science.

Additionally, license purchases for each newcomer for Rosetta Stone.
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	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

Purchase of iPads for LTELs for more support with Rosetta Stone as well as adding additional apps for language development.

Strategy/Activity 3

*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 the areas of reading, writing, and math.   The goal is to use visiting teachers during school release, but if visiting teachers are not available, teachers will meet outside of the contract and be paid on the timesheet.

Strategy/Activity 4

*Students to be served by this Strategy/Activity
Black Youth at Garfield, both EL, and EO, will be served by this strategy/activity

*Strategy/Activity - Description
STRATEGIES: Increased intervention support targeted specifically for Black Youth: access to a Reading Recovery teacher, after-school tutoring on time sheets with teachers with the support of paraeducators. Book study for educators led by the Principal. Book study designed to challenge teachers to explore implicit bias as well as teach them to start a practice of interrogating their actions/beliefs related to people of color, EL, disabled, and LGBTQI communities.   **EQUITY TEAMWORK**: 1. Introduction of historical data that confirms the pattern of disproportionality in teacher referrals and suspensions. 2. Introduction of historical data specific to Garfield that shows the pervasive lower performance of Black Youth. 3. Teacher surveys that allow teachers to evaluate their own practices related to specific Black Youth in their classrooms and the support these students have consistently been provided. 4. Parent surveys that allow the parents/caregivers of Black Youth to share their experiences engaging and communicating with teachers; grading practices; and perceptions of "belonging". 5. Training for teachers in implicit bias and antiracism - training is not mandatory as this specific work is about more than professional growth. This work is about personal growth.

Strategy/Activity 5

*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, and leveled reading materials are provided.

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).

In order for parents to be involved, informed, and engaged, our school provides meetings and events to inform parents of the strategic plan, support, 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 after-school activities. I will develop a working plan to pay for hourly support groups for after-school events.

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

*Identified Need
According to the 2021 California School Parent Survey (CSPS), the average parent involvement rate is 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=42% -School encourages me to be an active partner with the school in educating my child=72% -School actively seeks the input of parents before making important decisions=32% -Parents feel welcome to participate at this school=77%

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent involvement for all stakeholders	44%	54%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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, training, and parent meetings. Many of our families do not use email and a campaign has begun to increase the number of parents signed up for text messaging. We will also continue to mail flyers and other information homes in addition to sending information home with students. The goal is to use EMAIL-TEXT-FLYERS HOME-BANNERS-POSTAGE-MAILED INFORMATION. INFORMATION CENTER to be created---Morning and afternoon information tables out in front of the school allowing parents to speak to both EO and bilingual office staff and get information without calling or asking questions. Provide parents training in various tech/software supports. Teachers will provide this training. Provide on-site English Support Language training for parents. Provide classes and a promotion ceremony for parents participating in and completing English training.

*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
N01244	Interprogram Svcs/Duplicating		$160.00	$160.00	0124-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		ENGLISH SUPPORT LANGUAGE MATERIALS FOR PARENT WORKSHOP; FLYERS/MATERIALS FOR ELAC
N0124X	Postage Expense		$200.00	$200.00	0124-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		MAILERS FOR PARENTS AND COMMUNITY PARTNERS
N012435	Inservice supplies		$714.00	$714.00	0124-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		BOOKS FOR PARENTS ON BEHAVIOR MGMT AND SUPPORTING READING AT HOME
N01247E	Tech Professional OTBS Hrly		$500.00	$685.05	0124-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		OFFICE SUPPORT WITH TRANSLATION AND NOTES IN SPANISH

*Additional Supports for this Strategy/Activity
Headphone translators as well as paraeducators to support student supervision and snack for afternoon ESL classes for parents. As well as book clubs for behavior management (strong-willed child) and for supporting at-risk students at home.

Strategy/Activity 2

*Families to be served by this Strategy/Activity

All families will benefit from this resource, but a special effort will be made for outreach to Black and EL families.

*Strategy/Activity - Description

ESL is offered on-site for parents - many parents are Spanish only. The goal is to provide ESL on campus.

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 82,430
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)	$ 145,845

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)	$ 32,832
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 32,832

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)	$ 30,583
[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): $ 30,583

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 145,845

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Garfield Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$12,332.00
Garfield Elementary			1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	$2,438.00
Garfield Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$2,971.00
Garfield Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	$1,863.00
Garfield Elementary			2154 Special Ed Tech Clsrm Hrly	Special Ed Tech Clsrm Hrly	0	$950.00
Garfield Elementary			2955 Other Nonclsrm PARAS Hrly	Other Nonclsrm PARAS Hrly	0	$2,795.00
Garfield Elementary			3000 Benefits		0	$6,299.67
Garfield Elementary			4301 Supplies	Supplies	0	$161.00
Garfield Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	$160.00
Garfield Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	$613.00
Garfield Elementary		(blank) Total			0	$30,582.67
Garfield Elementary	09800 LCFF Intervention Support Total				0	$30,582.67
Garfield Elementary	30100 Title I Basic Program	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$30,420.00
Garfield Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$5,160.00
Garfield Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	$12,943.00
Garfield Elementary			3000 Benefits		0	$13,261.81
Garfield Elementary			4301 Supplies	Supplies	0	$5,126.00
Garfield Elementary			5841 Software License	Software License	0	$13,920.00
Garfield Elementary		(blank) Total			0	$80,830.81
Garfield Elementary	30100 Title I Basic Program Total				0	$80,830.81
Garfield Elementary	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	$500.00
Garfield Elementary			3000 Benefits		0	$185.05
Garfield Elementary			4304 Inservice supplies	Inservice supplies	0	$714.00
Garfield Elementary			5920 Postage Expense	Postage Expense	0	$200.00
Garfield Elementary		(blank) Total			0	$1,599.05
Garfield Elementary	30103 Title I Parent Involvement Total				0	$1,599.05
Garfield Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$8,222.00
Garfield Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$4,851.00
Garfield Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	$10,000.00
Garfield Elementary			3000 Benefits		0	$6,813.69
Garfield Elementary			4301 Supplies	Supplies	0	$2,945.00
Garfield Elementary		(blank) Total			0	$32,831.69
Garfield Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0	$32,831.69

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Garfield Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Garfield Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Garfield Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parents have opportunities to share input and feedback in our School Site Council, School Governance Team, Parent Teacher Association, at our GATE/Seminar Program parent meeting, at monthly Principal's Coffee, through school-wide surveys, via Connect Ed telephone calls home, and Title I Parent Meetings.

The Title I Parent Involvement Policy has been distributed to parents of Title I students at Garfield Elementary. Parents receive the information as a hard copy sent home with students, distributed at Title I Parent Meetings, and on the school's website, posted on the Parent News Board, announced during Tempo Tuesday weekly assembly/activities, at SSC, SGT, PTA, and Principals Coffee/Chat Meetings.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Garfield Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting takes place at our September "Back to School" event and our September SSC, SGT, PTA, via Connect Ed telephone calls home, at Tempo Tuesday weekly assemblies/activities, and Principal's Coffee Meetings.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. "Back to School" event and PTA meetings are held in the evening and the SSC, SGT, and Principal's Coffee meetings are held during the day.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Garfield Elementary parents are involved in School Site Council, School, Governance Team, Parent Teacher Association, GATE/Seminar Parent Organization, monthly Principal's Coffee, Music Program productions and Parent Collaboration Meetings.

d) The school provides parents of participating children with the following:

i.   Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Parents receive the information as a hard copy sent home with students, hand-outs at Title I Parent Meetings, including the school's website, announced during SSC, SGT, PTA, and Principals Coffee Meetings. Event reminders are sent leading up to an event.

ii. 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. (20 U.S.C. § 6318[c][4][B])

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents learn about the General Ed, and Special Ed at Garfield Elementary via various parent meetings. Teachers explain details of the curriculum in parent-teacher conferences, in SST, IEP, and 504 meetings, and during school-wide Family ELA, Math, and Science Nights.

iii. 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. (20 U.S.C. § 6318[c][4][C])

The school provides support for parental involvement activities requested by Title I parents. Parents have opportunities to attend the Title I Conference, the AAAE Conference, and other conferences and events county wide.

e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

The school works with the district office / Quality Assurance to resolve parent concerns.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic

achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents learn about the General Ed, and Special Ed at Garfield Elementary via various parent meetings. Teachers explain details of the curriculum in parent-teacher conferences, in SST, IEP, and 504 meetings, and during school-wide Family ELA, Math, and Science Nights.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Garfield Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that they can understand. Parents receive information in English, Spanish, and Somali, which are our 3 largest student population and language groups.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Teachers, counselors and other support staff are encouraged to communicate with parents/guardians of students via ClassDojo app and/or SchoolMessenger which translates into parents' home language, or via phone call and/or in-person/zoom meetings.

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d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

The PTA president, Parent Center Coordinator, and GATE/Seminar Parent Leadership team collaborates with our Instructional Leadership Team and teachers to ensure that everyone is unified in our vision and mission for student achievement.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The school provides information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that they can understand. Parents receive information in English, and Spanish, which are our 2 largest student population and language groups.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Garfield Elementary parents are involved in our School Site Council, School Governance Team, Parent Teacher Association, GATE/Seminar Parent Organization, in the principal's monthly Principal's Coffee, and Parent collaboration Meetings.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Garfield Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Garfield Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that they can understand. Parents receive information in English, Spanish, and Somali, which are our 3 largest student population and language groups.

APPENDIX C

SCHOOL PARENT COMPACT

GARFIELD ELEMENTARY

TITLE I SCHOOL PARENT COMPACT 2022-2023

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

This School Parent Compact is in effect during school years 2019-2022

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES:

Garfield Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

   At Garfield Elementary, students have access to state adopted curriculum aligned to the California Common Core Standards. The CCCS are designed to increase student discussion time, speaking/listening skills and aims to encourage teachers to adopt a facilitation style of teaching to increase student autonomy and build their problem solving skills across subject areas. Teachers differentiate instruction and provide the necessary supports that each child needs. Students also have access to regular small group instruction and bilingual students have access to designated English language development.

2. Hold parent-teacher conferences (each semester and at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

   Garfield Elementary will hold parent-teacher conferences in the fall and spring of each school year for 1 week, during minimum days.

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

   Parents will receive student progress reports three times during the school year (fall, spring, and summer or End of the year). Teachers will also provide assessment data both formative and summative to parents during the parent-teacher conferences.

4. Provide parents reasonable access to staff.

   Teachers are available to meet and conference with parents Monday-Friday, 8:10-8:30 am; after school on M, T, TH, and F from 3:15-3:45 pm; and 12:55-3:45 pm on Wednesdays, which is our minimum day. All other conferences outside of these times will be arranged by the teacher on a mutually agreed upon time and day.

5. Due to COVID19, adults from families are not able to volunteer in classes or help on campus. Adult family members of students at Garfield are invited to participate in virtual science and math nights as well as Koffee Klatch (also held by zoom) or meeting with the principal.

ADULT FAMILY MEMBER RESPONSBILITIES OF STUDENTS AT GARFIELD:

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

- Monitoring attendance. Ensuring that my child is at school every day, all day, and on time. Also ensuring that our child is picked up after school on time.
- Making sure that homework is completed on time and turned in.
- Providing a healthy breakfast at home prior to school (COVID—breakfast is not offered at school)
- Working cooperatively with teachers and administration related to discipline.
- Reading Messenger information sent by the principal and other staf
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES:

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

- ✓ Students will ask questions and develop skills to be a self-advocate for themselves.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- ✓ Follow school and classroom academic and behavioral expectations.
- ✓ Respect school staff, property and others.

This policy was adopted by Garfield Elementary on September 29, 2021 and will be in effect for the period of October 1, 2021-October 1, 2022; 1 school year from the adoption date. The school will distribute the policy to all parents of students participating in the Title I, Part A Program on, or before October 1, 2021.

Mechale Mency Murphy, Principal

Date Approved: September 29, 2021

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 Elementary
All Grades Combined

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	153	53.6	138	64.5	110	68.2	99	72.7	97	73.2	19.6	0.5	157	37.6	139	47.5	112	55.4	102	62.7	99	59.6	22.0	-3.1
Female	71	60.6	69	71.0	56	71.4	50	86.0	42	73.8	13.2	-12.2	72	31.9	69	43.5	56	51.8	51	62.7	44	59.1	27.2	-3.6
Male	82	47.6	69	58.0	54	64.8	49	59.2	55	72.7	25.1	13.5	85	42.4	70	51.4	56	58.9	51	62.7	55	60.0	17.6	-2.7
African American	26	46.2	24	50.0	21	71.4	17	58.8	16	75.0	28.8	16.2	26	38.5	24	45.8	21	52.4	18	61.1	16	68.8	30.3	7.7
Asian	0	-	0	-	1	-	4	-	2	-	-	-	0	-	0	-	1	-	4	-	2	-	-	-
Filipino	2	-	2	-	2	-	0	-	1	-	-	-	2	-	3	-	2	-	1	-	1	-	-	-
Hispanic	100	53.0	95	65.3	69	60.9	66	69.7	61	70.5	17.5	0.8	103	33.0	95	44.2	70	51.4	66	62.1	62	56.5	23.5	-5.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	1	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
White	15	60.0	10	80.0	7	-	7	-	11	81.8	21.8	-	15	53.3	10	60.0	8	-	8	-	12	75.0	21.7	-
Multiracial	8	-	5	-	6	-	4	-	6	-	-	-	9	-	5	-	6	-	4	-	6	-	-	-
English Learner	40	25.0	26	19.2	30	30.0	22	54.5	16	12.5	-12.5	-42.0	43	25.6	27	29.6	32	31.3	25	40.0	18	16.7	-8.9	-23.3
English-Speaking	113	63.7	112	75.0	80	82.5	77	77.9	81	85.2	21.5	7.3	114	42.1	112	51.8	80	65.0	77	70.1	81	69.1	27.0	-1.0
Reclassified†	32	87.5	47	87.2	28	89.3	29	89.7	19	94.7	7.2	5.0	32	56.3	47	59.6	28	75.0	29	79.3	19	89.5	33.2	10.2
Initially Eng. Speaking	81	54.3	65	66.2	52	78.8	48	70.8	62	82.3	28.0	11.5	82	36.6	65	46.2	52	59.6	48	64.6	62	62.9	26.3	-1.7
Econ. Disadv.*	135	52.6	119	61.3	96	65.6	87	72.4	80	70.0	17.4	-2.4	139	34.5	120	45.0	98	54.1	90	63.3	81	55.6	21.1	-7.7
Non-Econ. Disadv.	18	61.1	19	84.2	14	85.7	12	75.0	17	88.2	27.1	13.2	18	61.1	19	63.2	14	64.3	12	58.3	18	77.8	16.7	19.5
Gifted	36	72.2	26	88.5	13	76.9	9	-	4	-	-	-	36	58.3	26	84.6	13	69.2	9	-	4	-	-	-
Not Gifted	117	47.9	112	58.9	97	67.0	90	71.1	93	72.0	24.1	0.9	121	31.4	113	38.9	99	53.5	93	61.3	95	57.9	26.5	-3.4
With Disabilities	19	5.3	17	11.8	14	7.1	19	15.8	17	41.2	35.9	25.4	19	10.5	17	17.6	14	7.1	19	21.1	17	23.5	13.0	2.4
WO Disabilities	134	60.4	121	71.9	96	77.1	80	86.3	80	80.0	19.6	-6.3	138	41.3	122	51.6	98	62.2	83	72.3	82	67.1	25.8	-5.2
Homeless	6	-	9	-	7	-	4	-	6	-	-	-	6	-	9	-	7	-	4	-	2	-	-	-
Foster	3	-	1	-	1	-	0	-	1	-	-	-	3	-	1	-	1	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	0	-	0	-	-	-	4	-	3	-	0	-	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.

2016-2022 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 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	47	46.8	35	68.6	35	62.9	0	-	34	76.5	29.7	-	49	34.7	35	57.1	36	47.2	35	80.0	34	64.7	30.0	-15.3
Female	21	42.9	20	70.0	19	63.2	0	-	18	77.8	34.9	-	21	19.0	20	55.0	19	36.8	16	75.0	18	66.7	47.7	-8.3
Male	26	50.0	15	66.7	16	62.5	0	-	16	75.0	25.0	-	28	46.4	15	60.0	17	58.8	19	84.2	16	62.5	16.1	-21.7
African American	9	-	6	-	8	-	0	-	7	-	-	-	9	-	6	-	8	-	6	-	7	-	-	-
Asian	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Filipino	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Hispanic	29	41.4	26	69.2	21	52.4	0	-	24	70.8	29.4	-	30	26.7	26	53.8	21	47.6	24	79.2	24	54.2	27.5	-25.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	4	-	0	-	2	-	0	-	1	-	-	-	4	-	0	-	3	-	4	-	1	-	-	-
Multiracial	3	-	1	-	1	-	0	-	1	-	-	-	4	-	1	-	1	-	0	-	1	-	-	-
English Learner	19	26.3	11	18.2	17	41.2	0	-	4	-	-	-	20	25.0	11	36.4	18	33.3	6	-	4	-	-	-
English-Speaking	28	60.7	24	91.7	18	83.3	0	-	30	83.3	22.6	-	29	41.4	24	66.7	18	61.1	29	82.8	30	66.7	25.3	-16.1
Reclassified†	3	-	11	100.0	4	-	0	-	7	-	-	-	3	-	11	63.6	4	-	14	92.9	7	-	-	-
Initially Eng. Speaking	25	56.0	13	84.6	14	78.6	0	-	23	82.6	26.6	-	26	34.6	13	69.2	14	50.0	15	73.3	23	60.9	26.3	-12.4
Econ. Disadv.*	41	46.3	32	65.6	31	61.3	0	-	27	74.1	27.8	-	43	32.6	32	53.1	32	46.9	34	82.4	27	59.3	26.7	-23.1
Non-Econ. Disadv.	6	-	3	-	4	-	0	-	7	-	-	-	6	-	3	-	4	-	1	-	7	-	-	-
Gifted	9	-	6	-	13	76.9	0	-	4	-	-	-	9	-	6	-	13	69.2	3	-	4	-	-	-
Not Gifted	38	39.5	29	65.5	35	62.9	0	-	34	76.5	37.0	-	40	25.0	29	48.3	36	47.2	32	78.1	34	64.7	39.7	-13.4
With Disabilities	19	5.3	2	-	4	-	0	-	7	-	-	-	5	-	2	-	4	-	5	-	7	-	-	-
WO Disabilities	42	52.4	33	72.7	31	71.0	0	-	27	77.8	25.4	-	44	38.6	33	57.6	32	53.1	30	86.7	27	66.7	28.1	-20.0
Homeless	1	-	3	-	2	-	0	-	3	-	-	-	1	-	3	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	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.

2016-2022 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	
	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	58	53.4	50	60.0	34	85.3	0	-	29	72.4	19.0	-	58	32.8	50	46.0	34	79.4	36	47.2	30	66.7	33.9	19.5
Female	29	65.5	22	68.2	18	100.0	0	-	14	64.3	-1.2	-	29	31.0	22	40.9	18	88.9	20	50.0	15	60.0	29.0	10.0
Male	29	41.4	28	53.6	16	68.8	0	-	15	80.0	38.6	-	29	34.5	28	50.0	16	68.8	16	43.8	15	73.3	38.8	29.5
African American	8	-	11	54.5	6	-	0	-	4	-	-	-	8	-	11	45.5	6	-	8	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Filipino	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Hispanic	43	55.8	31	61.3	23	82.6	0	-	17	64.7	8.9	-	43	27.9	31	41.9	23	73.9	21	42.9	17	58.8	30.9	15.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	6	-	4	-	0	-	0	-	7	-	-	-	6	-	4	-	0	-	2	-	8	-	-	-
Multiracial	1	-	2	-	3	-	0	-	1	-	-	-	1	-	2	-	3	-	2	-	1	-	-	-
English Learner	15	26.7	10	20.0	6	-	0	-	7	-	-	-	15	13.3	10	40.0	6	-	14	35.7	8	-	-	-
English-Speaking	43	62.8	40	70.0	28	96.4	0	-	22	90.9	28.1	-	43	39.5	40	47.5	28	85.7	22	54.5	22	86.4	46.9	31.9
Reclassified†	15	86.7	13	84.6	12	100.0	0	-	5	-	-	-	15	53.3	13	61.5	12	83.3	6	-	5	-	-	-
Initially Eng. Speaking	28	50.0	27	63.0	16	93.8	0	-	17	88.2	38.2	-	28	32.1	27	40.7	16	87.5	16	56.3	17	82.4	50.3	26.1
Econ. Disadv.*	50	50.0	44	56.8	28	82.1	0	-	24	66.7	16.7	-	50	24.0	44	47.7	28	75.0	31	45.2	25	60.0	36.0	14.8
Non-Econ. Disadv.	8	-	6	-	6	-	0	-	5	-	-	-	8	-	6	-	6	-	5	-	5	-	-	-
Gifted	13	76.9	9	-	6	-	0	-	4	-	-	-	13	53.8	9	-	6	-	9	-	4	-	-	-
Not Gifted	45	46.7	41	56.1	28	85.7	0	-	29	72.4	25.7	-	45	26.7	41	39.0	28	82.1	36	47.2	30	66.7	40.0	19.5
With Disabilities	10	10.0	6	-	4	-	0	-	5	-	-	-	10	20.0	6	-	4	-	8	-	5	-	-	-
WO Disabilities	48	62.5	44	68.2	30	93.3	0	-	24	83.3	20.8	-	48	35.4	44	52.3	30	86.7	28	57.1	25	80.0	44.6	22.9
Homeless	6	-	4	-	3	-	0	-	1	-	-	-	0	-	4	-	3	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	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.

2016-2022 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	
	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	48	60.4	53	66.0	41	58.5	0	-	34	70.6	10.2	-			50	46.0	54	42.6	42	42.9	31	61.3	35	48.6	2.6	-12.7
Female	21	71.4	27	74.1	19	52.6	0	-	10	80.0	8.6	-			22	45.5	27	37.0	19	31.6	15	66.7	11	45.5	0.0	-21.2
Male	27	51.9	26	57.7	22	63.6	0	-	24	66.7	14.8	-			28	46.4	27	48.1	23	52.2	16	56.3	24	50.0	3.6	-6.3
African American	9	-	7	-	7	-	0	-	5	-	-	-			9	-	7	-	7	-	4	-	5	-	-	-
Asian	0	-	0	-	0	-	0	-	2	-	-	-			0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-			1	-	1	-	1	-	1	-	0	-	-	-
Hispanic	28	60.7	38	65.8	25	48.0	0	-	20	75.0	14.3	-			30	46.7	38	39.5	26	34.6	21	61.9	21	57.1	10.4	-4.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-			1	-	0	-	0	-	0	-	0	-	-	-
White	5	-	6	-	5	-	0	-	3	-	-	-			5	-	6	-	5	-	2	-	3	-	-	-
Multiracial	4	-	2	-	2	-	0	-	4	-	-	-			4	-	2	-	2	-	2	-	4	-	-	-
English Learner	6	-	5	-	7	-	0	-	5	-	-	-			8	-	6	-	8	-	5	-	6	-	-	-
English-Speaking	42	66.7	48	70.8	34	70.6	0	-	29	82.8	16.1	-			42	45.2	48	47.9	34	50.0	26	69.2	29	58.6	13.4	-10.6
Reclassified†	14	85.7	23	82.6	12	75.0	0	-	7	-	-	-			14	50.0	23	56.5	12	58.3	9	-	7	-	-	-
Initially Eng. Speaking	28	57.1	25	60.0	22	68.2	0	-	22	77.3	20.2	-			28	42.9	25	40.0	22	45.5	17	64.7	22	50.0	7.1	-14.7
Econ. Disadv.*	44	61.4	43	62.8	37	56.8	0	-	29	69.0	7.6	-			46	47.8	44	36.4	38	44.7	25	60.0	29	48.3	0.5	-11.7
Non-Econ. Disadv.	4	-	10	80.0	4	-	0	-	5	-	-	-			4	-	10	70.0	4	-	6	-	6	-	-	-
Gifted	14	64.3	11	100.0	7	-	0	-	4	-	-	-			14	50.0	11	81.8	7	-	6	-	4	-	-	-
Not Gifted	34	58.8	42	57.1	34	55.9	0	-	30	66.7	7.9	-			36	44.4	43	32.6	35	37.1	25	60.0	31	41.9	-2.5	-18.1
With Disabilities	19	5.3	9	-	6	-	0	-	5	-	-	-			4	-	9	-	6	-	6	-	5	-	-	-
WO Disabilities	44	65.9	44	75.0	35	68.6	0	-	29	79.3	13.4	-			46	50.0	45	46.7	36	50.0	25	72.0	30	56.7	6.7	-15.3
Homeless	5	-	2	-	2	-	0	-	2	-	-	-			5	-	2	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	0	-	0	-	-	-			1	-	2	-	0	-	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.

Garfield Elementary (San Diego, CA)
San Diego Unified

Return to Search

Reporting Year: 2019 ▾

View other reports for this School

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	Red	Yellow	None	None	Green	Blue
English Learners	Red	Orange	None	None	Green	Blue
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Yellow	None	None	Green	Blue
Students with Disabilities	Orange	Orange	None	None	None	None
African American	Orange	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Yellow	None	None	Green	Blue

Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Blue	None	None	None	None
Two or More Races	None	None	None	None	None	None

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: GARFIELD ELEMENTARY
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 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 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

Directions:
Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.
Guiding Questions:
How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		$12,240.59	30100-2151	SEA or PIF to assist in Friendship circles and intervention and engagement in behavior support	**Teacher referrals and suspensions used as the metric for measuring efficacy: EFFECTIVE—target students express comfort in knowing there is a pathway or support to improving peer relations. Reduced referrals from recess and from classrooms.		
Supplies		$10,336.00	30100-4301	Supplies to assist with behavior and absenteeism. Students will use supplies for activities and goals.	**Teacher referrals and suspensions used as the metric for measuring efficacy: EFFECTIVE—target students express comfort in knowing there is a pathway or support to improving peer relations. Reduced referrals from recess and from classrooms.		

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, 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

Directions:
Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.
Guiding Questions:
How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.

Prof&Curriclm Dev Vist Tchr		$33,555.16	30100-1192	To create release time for teachers to meet in PLCs to analyze data and develop interventions for students that are below standards.	**Teacher surveys and class range data for reading comp, math, and writing used as the metric. 98% of teachers shared in surveys that release time to connect with colleagues supported their work with Intensive and Strategic learners		
Software License		$13,600.00	30100-5841	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.	**Parent surveys, 5th grade surveys, FAST and Achieve 3000 used as the metric to determine efficacy. Increased used of software designed to support students in measuring their Lexile growth. Parents reported that during COVID, this support was helpful in determining student progress.		
Classroom PARAS Hrly	--	--	30100-2151	Para push in to support intervention strategies in reading and writing.	**Parent surveys, 5th grade surveys, FAST and Achieve 3000 used as the metric to determine efficacy.		
Supplies	--	--	30100-4301	Instructional supplies to supplement and	**Teacher surveys and class range data for reading comp, math, and writing used as the metric.		

Garfield Elementary SPSA Evaluation of Title I Funded Actions/Activities

				support our Title I students.	98% of teachers shared in surveys that release time to connect with colleagues supported their work with Intensive and Strategic learners		

SPSA Evaluation of Title I Funded Actions/Activities Revised 10/23/2022   5

Goal 3 - Mathematics

Strategy/Activity 1

*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

Directions:
Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.
Guiding Questions:
How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.
Prof&Curriclm Dev Vist Tchr		$31,159.49	30106-1192	To create release time for teachers to meet in PLCs to analyze data	**Teacher surveys and class range data for reading comp, math,		

				and develop interventions for students that are below standards.	and writing used as the metric. 98% of teachers shared in surveys that release time to connect with colleagues supported their work with Intensive and Strategic learners		
Supplies		$200.00	30103-4301	Supplementary instructional materials to support math development	**Teacher surveys and class range data for reading comp, math, and writing used as the metric. Teachers shared that having materials and resources available for additional math support allowed them to ensure that their was alignment between assessments being provided and instruction that was given.		
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	To create release time for teachers to meet in PLCs to analyze data and develop interventions for students that are below standards.			
Software License	--	--	30100-5841	Software interventions to supplement district online learning.			

Goal 4- Supporting English Learners

Strategy/Activity 1

*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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time for teachers to meet in	**Teacher surveys and class range data for		

				PLCs to look at student achievement data in ELA and Mathematics and develop intervention strategies to support our EL population.	reading comp, math, and writing used as the metric. 98% of teachers shared in surveys that release time to connect with colleagues supported their work with Intensive and Strategic learners		

Goal 5 - Supporting 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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Release time for teachers and resource specialists to meet in PLCs	**Teacher surveys and class range data for reading comp, math, and writing used as the metric.		

				and discuss student progress on IEP goals related to Math and ELA	98% of teachers shared in surveys that release time to connect with colleagues supported their work with Intensive and Strategic learners		

Goal 7 - Family Engagement

Strategy/Activity 1

*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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.
In-service supplies		$1,197.00	30103-4304	Materials to support parent communication and outreach.	Communication is done with both electronic announcements and printed flyers. Based on student		

					participation in information sent home, data says that our electronic and written practices are effective.		

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*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

Directions:
Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.
Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Release time for teachers to meet in PLCs and monitor student	**Teacher surveys and class range data for reading comp, math, and		

				"on track" promotion rates.	writing used as the metric. 98% of teachers shared in surveys that release time to connect with colleagues supported their work with Intensive and Strategic learners		

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*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

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time to support teachers in Cultural awareness and bias in curriculum and how to support teachers in creating		Increased suspensions and teacher referrals indicate that this was either not done or	

				culturally relevant curriculum for our Black Youth.		ineffective. Teachers do not appear to be familiar with culturally responsive teaching practices, antiracism, or disproportionality.	
Supplies	--	--	30100-4301	Instructional Materials to support positive gain in behavior, attendance, and academics.		There is no evidence that this occurred	

What are my leadership strategies in service of the goals?

To meet with the ILT, SSC, ELAC, and SGT to make sure stakeholders have a voice and to ensure that the school is following all guidelines correctly when it comes to using these funds. Looking at student data to ensure that achievement is improving and teacher craft/skill is more and effective and that their efficacy is growing.

Garfield Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: GARFIELD ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

STRATEGY FUNDED THROUGH SPSA: Direct instruction in emotional intelligence using a variety of SEL curricula and/or books. Relaunch of PBIS to include training and materials for PBIS. Incentives for attendance "by class"---site as a goal of increasing the sense of belonging and creating classrooms that are "teams' and incentives based on goals established by each team. (A team is a classroom)

EXPLANATION: Teachers will have the opportunity to have professional learning in the area of emotional intelligence which will help them evaluate their responses to student behavior. PD in emotional intelligence will allow teachers to share this teaching with students to help students make better decisions. These actions also support our goal of creating a climate anchored in "belonging".

*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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

					monitoring results, etc.).	progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers will have release time for training in PBIS. There is a sub shortage in the district at this time. When PD occurs, if there is no sub available, teachers will do recorded online training from home.	Connection meetings with administration Morning meetings with students in all classes Implementation of restorative justice practices.	The multi-tiered support model. Teachers need training so that it is used with fidelity in all classes.	Modifications: training for PBIS or multi-tiered systems of support

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

STRATEGY: TK-2 teachers will be permitted to do online professional learning after hours for Eureka/Engage NY.   These are recorded professional development sessions created by Engage NY. Students will have access to software/technology designed to increase math fluency and develop math concepts. Programs that can be accessed from home. Teachers will also be provided with materials/resources/supplies: math manipulatives, writing tools, chart paper, math read-aloud, copy paper, etc. Teachers will also have release time to analyze data, create action plans, and co-create lesson plans. Para educators to provide in-class support during instruction and in training at-risk students in using software/tech designed to increase student understanding of math concepts and build math fluency (number sense). Teachers provide after-school intervention in math with the support of paras.

EXPLANATION: Currently, the staff does not use a shared math curriculum. Some teachers used district adoption and others use Eureke/Engage NY. The goal is to increase coherence across the grade levels and ensure all students have access to a curriculum that builds skills in mathematical communication, reasoning, and concept development.

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

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr		$4,899.03	09800-1170	Teachers attend after-contract time training for math	Data analysis and planning days for teachers in PLC are working. Based on FAST assessments, students who are at risk are making adequate yearly progress. Students are also taking advantage of tutoring and data on the students attending these interventions indicate that they are supporting student growth.	Tracking or setting up classes based on students' performance levels. This was viewed as a method for targeting student needs throughout the learning day. Data showed there was an increase in discipline from classes under this model and that it greatly compromised teachers' ability to work in PLC.	Modifications: Most significant is not bringing in an intervention teacher until after the first trimester.
Prof&Curriclm Dev Vist Tchr		$18,388.44	09800-1192	Visiting Teachers will support providing coverage for classroom teachers to convene and analyze data and formulate an action plan. Due	Data analysis and planning days for teachers in PLC are working. Based on FAST assessments, students who are at risk are making adequate yearly progress. Students	Tracking or setting up classes based on students' performance levels. This was viewed as a method for targeting student needs throughout the learning day. Data showed there was an increase in	Modifications: Most significant is not bringing in an intervention teacher until after the first trimester.

				to the inconsistency of obtaining Visiting Teachers for class coverage, this fund may also be used to pay for teachers hourly.	are also taking advantage of tutoring and data on the students attending these interventions indicate that they are supporting student growth.	discipline from classes under this model and that it greatly compromised teachers' ability to work in PLC.	
Other Nonclsrm PARAS Hrly		$3,719.87	09800-2955	Paras provide additional classroom support reteaching and guiding students who are not receiving special education services; paras train and support students using ST Math and other tech-based intervention supports	Data analysis and planning days for teachers in PLC are working. Based on FAST assessments, students who are at risk are making adequate yearly progress. Students are also taking advantage of tutoring and data on the students attending these interventions indicate that they are supporting student growth.	Tracking or setting up classes based on students' performance levels. This was viewed as a method for targeting student needs throughout the learning day. Data showed there was an increase in discipline from classes under this model and that it greatly compromised teachers' ability to work in PLC.	Modifications: Most significant is not bringing in an intervention teacher until after the first trimester.

Goal 4- Supporting English Learners

Strategy/Activity 1

*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. Release time for data analysis/action plans and professional development is the goal. However, if visiting teachers are not available, teachers will be able to do professional learning after contract time. Teachers will also be paid hourly for ELD tutoring after school for students in their classes. This tutoring is specific to language development.

ELD is best done in small groups outside the classroom. A teacher will be timesheeted to come in and provide impactful language lessons through December and train students on Rosetta Stone.

*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	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Teachers providing tutoring in ELD after school	Data analysis and planning days for teachers in PLC are working. Based on FAST assessments, students who are at risk are making adequate yearly progress. Students are also taking advantage of tutoring and data on the students attending these interventions indicate that they are supporting student growth.	Tracking or setting up classes based on students' performance levels. This was viewed as a method for targeting student needs throughout the learning day. Data showed there was an increase in discipline from classes under this model and that it greatly compromised teachers ability to work in PLC.	Modifications: Most significant is not bringing in an intervention teacher until after the first trimester.

Goal 5 - Supporting 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 the areas of reading, writing, and math. The goal is to use visiting teachers during school release, but if visiting teachers are not available, teachers will meet outside of the contracted hours and be paid on the timesheet.

*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.
Special Ed Tech Clsrm Hrly		$1,264.37	09800-2154	Special ed teachers collaborate with gen ed teachers and additional	Transition plans for mod/sev students are being implemented and students have reduced need for		

				hours after hours for overdue IEPs	intervention from admin for discipline as noted by discipline data; creating an inclusive education program		
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Teachers will be paid on the timesheet for after-contract hours collaboration with SpEd teachers to review IEPs and get feedback on modifications and accommodations being provided in the Gen Ed setting.	Data analysis and planning days for teachers in PLC are working. Based on FAST assessments, students who are at risk are making adequate yearly progress. Students are also taking advantage of tutoring and data on the students attending these interventions indicate that they are supporting student growth.	Tracking or setting up classes based on students' performance levels. This was viewed as a method for targeting student needs throughout the learning day. Data showed there was an increase in discipline from classes under this model and that it greatly compromised teachers' ability to work in PLC.	Modifications: Most significant is not bringing in an intervention teacher until after the first trimester.

Goal 7 - Family Engagement

Strategy/Activity 1

*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. Many of our families do not use email and a campaign has begun to increase the number of parents signed up for text messaging. We will also continue to mail flyers and other information home in addition to sending information home with students. The goal is to use EMAIL-TEXT-FLYERS HOME-BANNERS-POSTAGE MAILED INFORMATION. NFORMATION CENTER to be create---Morning and afternoon information tables out in front of the school allowing parents to speak to both EO and bilingual office staff and get information without calling or ask questions. Provide parents training in various tech/software supports. Teachers will provide this training.
Provide on site ESL for parents

*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.

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Interprogram Svcs/Duplicating		$160.00	09800-5721	FLYERS, BANNERS, AND INCENTIVES FOR CLASSES PARTICIPATING IN THE TEXT MESSAGING CAMPAIGN	Attendance campaign that includes weekly incentives		
Other Nonclsrm PARAS Hrly	--	--	09800-2955	Office staff paid before the contract to "man" the information center in front of the school with a table. ESL offered to parents on site.			

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*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
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.
Interprogram Svcs/Field Trip		$2,000.00	09800-5735	3-5 grade students field trips to San Diego State, UC San Diego, and the University of San Diego to			

				promote HS graduation and reduce high school dropout. The goal is to give students a "why" for staying in school			

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*Strategy/Activity - Description

STRATEGIES: Increased intervention support targeted specifically for Black Youth: access to Reading Recovery teacher, after school tutoring on time sheet with teachers with the support of paraeducators. Book study for educators led by the Principal. Book study designed to challenge teachers to explore implicit bias as well as teach them to start a practice of interrogating their actions/beliefs related to people of color, EL, disable, LGBTQI communities.

EQUITY TEAM WORK:

1. Introduction of historical data that confirms the pattern of disproportionality in teacher referrals and suspensions.

2. Introduction of historical data specific to Garfield that shows the pervasive lower performance of Black Youth.

3. Teacher surveys that allow teachers to evaluate their own practices related to specific Black Youth in their classrooms and the supports these students have consistently been provided.

4. Parent surveys that allow the parents/caregivers of Black Youth to share their experiences engaging and communicating with teachers; grading practices; and perceptions of "belonging".

5. Training for teachers in implicit bias and antiracism - training is not mandatory as this specific work is about more than professional growth. This work is about personal growth.

*Proposed Expenditures for this Strategy/Activity

Directions:

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Guiding Questions:

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					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies		$1,103.00	09800-4301	Books on implicit bias, antiracism, and creating a climate of belonging			
Other Nonclsrm PARAS Hrly	--	--	09800-2955	Paras to support teachers doing small group work after school with students			
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Teachers providing after-school tutoring for students			

What are my leadership strategies in service of the goals?