School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Garfield Elementary School
Address	13050 Aurora Drive San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6002372
Principal	Lynda Hornada
District Name	San Leandro Unified School District
SPSA Revision Date	May 2019
Schoolsite Council (SSC) Approval Date	May 23, 2019
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place while fostering high academic achievement and social standards for ALL students. We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths, and contributions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

November 5 - Garfield Staff Initial Review of CA Dashboard
March 13 - ELAC Review of CA Dashboard
March 18 - Garfield Staff Initial Review of Current Goals
March 19 - Coffee Chat Review of CA Dashboard and Current Goals
March 20 - SSC Review of CA Dashboard and Current Goals
April 4 - ELAC Review of Current Goals and Survey
April 8 - Garfield Staff - Staff Input on Draft Goals
April 25 - SSC Input on New Goals
May 9 - ELAC Approval of New Goals
May 20 - Garfield Staff Approval of New Goals
May 23 - SSC Approval of New Goals

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.9%	0.7%	0.24%	4	3	1
African American	13.1%	14.6%	13.11%	57	63	54
Asian	10.3%	10.4%	10.44%	45	45	43
Filipino	9.6%	11.4%	10.19%	42	49	42
Hispanic/Latino	50.9%	49.4%	50.73%	222	213	209
Pacific Islander	0.9%	1.6%	1.46%	4	7	6
White	7.8%	6.0%	6.07%	34	26	25
Multiple/No Response	6.2%	0.2%	0.73%	27	1	3
			Total Enrollment	436	431	412

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	142	152	116	32.6%	35.3%	28.2%
Fluent English Proficient (FEP)	37	37	52	8.5%	8.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	10	13	30	6.7%	9.2%	19.7%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
412	**64.8%**	**28.2%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	116	28.2%
Homeless	11	2.7%
Socioeconomically Disadvantaged	267	64.8%
Students with Disabilities	68	16.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	54	13.1%
American Indian	1	0.2%
Asian	43	10.4%
Filipino	42	10.2%
Hispanic	209	50.7%
Two or More Races	29	7.0%
Pacific Islander	6	1.5%
White	25	6.1%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
40.9 points below standard	46.4 points below standard	0 Students
Increased 8.7 points	Increased 17.9 points	
203 students	84 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	61.9 points below standard	127.8 points below standard
3 students	Maintained 1 points	Declined -23.1 points
	124 students	32 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
80.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.9 points below standard	12.4 points below standard
Declined -4.7 points	1 students	Increased 6.4 points	Increased 11 points
18 students		25 students	22 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
53.7 points below standard	7.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	43.1 points below standard
Increased 9.3 points	15 students	4 students	Increased 5.9 points
103 students			15 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.2 points below standard	3 points above standard	38.6 points below standard
Increased 17.1 points	Maintained -0.2 points	Maintained 1.3 points
41 students	43 students	116 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
61.8 points below standard	67.4 points below standard	0 Students
Maintained -2.3 points	Increased 5.7 points	
202 students	84 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	84.6 points below standard	139.5 points below standard
3 students	Declined -12.8 points	Declined -31.4 points
	123 students	32 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	No Performance Color	No Performance Color
106.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	17.1 points below standard	17 points below standard
Declined -11.7 points	1 students	Declined -8.5 points	Increased 6.7 points
18 students		25 students	22 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color	No Performance Color	No Performance Color
81.7 points below standard	11.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	44.8 points below standard
Declined -10.5 points	15 students	4 students	Increased 22.4 points
103 students			14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.1 points below standard	18.1 points below standard	60 points below standard
Maintained -1.5 points	Declined -3.9 points	Declined -6.7 points
41 students	43 students	115 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
107	24.3%	38.3%	13.1%	24.3%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	2	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Green	 No Performance Color
11.4% chronically absent	8.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.5%	Declined 0.6%	3 students
428 students	123 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Orange
30.8% chronically absent	13.6% chronically absent	20.3% chronically absent
Increased 3.5%	Increased 1.6%	Declined 0.5%
13 students	287 students	79 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Orange	No Performance Color	Green	Blue
16.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.5% chronically absent	2.4% chronically absent
Increased 2.9%	1 students	Declined 5.9%	Declined 1.7%
59 students		44 students	42 students

Hispanic	Two or More Races	Pacific Islander	White
			
Orange	Orange	No Performance Color	No Performance Color
12% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	18.5% chronically absent
Increased 2.6%	Increased 9.2%	6 students	Increased 0.7%
217 students	32 students		27 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	2	3

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Green	 No Performance Color
1.5% suspended at least once	0.8% suspended at least once	Less than 11 Students - Data Not
Maintained 0.1%	Declined -1%	4 students
453 students	128 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
0% suspended at least once	1.7% suspended at least once	2.4% suspended at least once
Maintained 0%	Maintained 0%	Maintained 0.1%
13 students	301 students	83 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 Blue	 Blue
3% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once	0% suspended at least once
Maintained 0% 66 students		Declined -2% 47 students	Maintained 0% 43 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green	 Blue	 No Performance Color	 Red
0.9% suspended at least once	0% suspended at least once	Less than 11 Students - Data 6 students	6.7% suspended at least once
Maintained 0% 224 students	Maintained 0% 35 students		Increased 0.8% 30 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
4.3% suspended at least once	1.5% suspended at least once	1.5% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

Garfield Elementary School staff will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Goal was informed by

Goal I strategies and activities were informed by District LCAP actions and services, CA Dashboard academic data and results of District assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

1.1 Support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on all adopted programs during staff meetings and/or collaboration times and promote an instructional delivery model that develops the global competencies to improve performance outcomes for all students in all curricular areas.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff and Principal.

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support implementation of programs at the school site to support ELA, Math, ELD, Science and Social Studies standards.

Strategy/Activity 2

1.2 Many of our English Learner (EL) students continue to score at the nearly met standard and below standard range on state summative assessments. We need to increase the number of EL students in the proficient and advanced ranges on state summative assessments and identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. Prioritize time during staff meetings and collaboration time for teachers to share best practices to support the delivery of Designated and Integrated ELD Instruction throughout the school day.

Students to be Served by this Strategy/Activity

Multi-language learners (formerly English Language Learners)

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

1.3 Improve academic achievement outcomes for students in ELA and Math through the systematic implementation of blended learning platforms in order to differentiate and facilitate personalized and real-world learning through the use of programs such as Raz Kids, Spelling City, Compass Learning, NewsELA and Imagine Learning for identified students.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized Services to support programs at school site

Strategy/Activity 4

1.4 Continue to implement Project Based Learning (PBL) so that every student experiences at least two project-based units every academic year. Provide time for staff to collaborate on grade level and school-wide PBL projects during staff meetings and other job-embedded collaboration times. PBL Projects will include ELD standards and language acquisition strategies for our multi-language learners at grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at school site

Strategy/Activity 5

1.5 Implement Culturally Responsive Teaching and Learning strategies such as the First 15 Days Structured Language Protocols and understand how they apply to both direct instruction as well as PBL in order to increase engagement of all students especially those students in the opportunity gap.

Students to be Served by this Strategy/Activity

All students with a priority focus on African American and Latino students

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at site

Strategy/Activity 6

1.6 In order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by State, District, and classroom assessments, we will engage in courageous conversations on race, equity, and social justice.

Students to be Served by this Strategy/Activity

African American and Latino students

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted

Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at site

Strategy/Activity 7

1.7 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program including possible funding for special projects for staff hourly pay.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	13,256
Source	Base
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan.

Strategy/Activity 8

1.8 Utilize a multi-tiered intervention framework for academic and behavioral support; Provide Tier 1 instructional and behavioral supports in all classrooms for all students; continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on State, District, classroom) and tracked disciplinary actions (i.e. number of reflection forms, office referrals, behavior contracts, in-house suspension or out of school suspensions). Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions (i.e. Student Success Team meetings, on-site counseling, special education referrals).

Students to be Served by this Strategy/Activity

All Students, At Risk Students

Timeline

2019-20

Person(s) Responsible

Garfield teachers, support staff and principal.

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted

Budget Reference	0000: Unrestricted
Description	Centralized services to support programs at the school site.

Strategy/Activity 9

1.9 Provide site general education paraeducator support to students identified in need of urgent intervention either with academics and/or behavior challenges through small group instruction, social skills groups, and/or check in/check out as part of a Tier 2 intervention program.

Students to be Served by this Strategy/Activity

Identified At Risk Students in Tier 2

Timeline

2019-20

Person(s) Responsible

Garfield teachers and principal.

Proposed Expenditures for this Strategy/Activity

Amount	21,995
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This funding will be used to hire a para educator to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments.

Strategy/Activity 10

1.10 Provide STEAM-focused enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with Garfield staff, independent vendors and/or ASES after-school care program staff.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

STEAM Lab Coordinator, Afterschool Staff, Outside Vendors, Principal

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Supplemental and Concentration"
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	STEAM focused Enrichment classes to extend the school day for students
Amount	3,400

Source	Supplemental and Concentration"
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	This funding will be used to make a partial payment for the outdoor education program.
Amount	0.0
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	The San Leandro Education Foundation will continue funding this position as a pilot program for the 2019-20 school year.

Strategy/Activity 11

1.11 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers and Support Staff, Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized services to support programs at site, PTO, and/or donations

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

Garfield Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.a LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

2.1 Inspire students to think about their futures by providing experiences for them to learn about college and career options. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at the site.

Strategy/Activity 2

2.2 Provide TK-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD Pathways work to support them and provide parents with a clear definition of English Learner program pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.

Students to be Served by this Strategy/Activity

All students but prioritizing our English Language Learner students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at the site

Strategy/Activity 3

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide professional development for staff on inclusion strategies for our diverse learners.

Students to be Served by this Strategy/Activity

Special Education and At Risk Students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at the site

Strategy/Activity 4

2.4 Ensure that EL students continue to make growth on State and District assessments in order to reclassify them as RFEP as soon as they meet District and classroom criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.

Students to be Served by this Strategy/Activity

English Learner Students and Reclassified Fluent English Proficient students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Title III
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Centralized services to support programs at the school site.

Strategy/Activity 5

2.5 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement throughout the day; Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS), and, RISE Strategies, Soul Shoppe, and Mindfulness practices schoolwide.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized services to support programs at the school site.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

Garfield Elementary School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Goal was informed by

District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

3.1 Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement and mindfulness (i.e. daily Toolbox Class Meetings; Brain Breaks, Mindfulness, strategies, Soul Shoppe, RISE, etc.)

Students to be Served by this Strategy/Activity

All students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0

Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at site

Strategy/Activity 2

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Garfield community in multilingual documents whenever possible in the represented languages at the school (i.e. site website, social media, Google classroom, Class Dojo, Remind text and teleparent messages, staff newsletters, classroom newsletters, school-wide newsletter, etc.).

Students to be Served by this Strategy/Activity

All students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at site

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

Garfield Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Goal was informed by

District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	students and student groups by 0.3% to 1% over the previous year	students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Garfield and provide targeted outreach/support to families of students in the opportunity gap (i.e. African American, Latino, and Special Education Parent Support Groups)

Students to be Served by this Strategy/Activity

All Students but especially our African American, Latino, and English Learner, and Special Education students

Timeline

2019-20

Person(s) Responsible

Garfield Teachers, Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized Services to support programs at site

Strategy/Activity 2

4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible) to increase parent engagement and communication to all stakeholders about school events and opportunities to become engaged in the school community.

Students to be Served by this Strategy/Activity

English Learner Students - Multi-language learners

Timeline

2019-20

Person(s) Responsible

Garfield Support Staff and Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,387
Source	Translation Budget
Budget Reference	0000: Unrestricted
Description	Payment for site translation services as needed to support parent and community engagement

Strategy/Activity 3

4.3 Provide opportunities for parents to provide feedback on school-wide programs and procedures such as the CA Healthy Kids Survey including opportunities for EL parents to co-construct their vision for best practices in encouraging input and feedback on EL programing and services. Develop multiple ways to gather parent input such as but not limited to EL Parent Survey and annual analysis of programs with the support and co-facilitation of the site administrator and parent facilitator.

Students to be Served by this Strategy/Activity

All Students but especially our ELL students - Multi-language learners

Timeline

2019-20

Person(s) Responsible

Garfield Support Staff, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralizes Services to support site programs

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

Garfield Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal was informed by

CA Healthy Kids Survey, Parent and Community Member feedback, Measure J1 Planned Improvements, District LCAP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

5.1 Facilitate opportunities that create access to internet and devices at home for students and their families.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-20

Person(s) Responsible

Garfield Support Staff and Principal in conjunction with district office technology staff

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized services to support programs at site

Strategy/Activity 2

5.2 Continue to improve the appearance of our school site with Staff, District, and community support

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Garfield Support Staff and Principal in conjunction with district office maintenance and facilities

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Centralized services to support programs at site.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Garfield Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 8.7 points. • Declined the Academic ELA status for SPED students by 23.1 points and identified an area of need. • Maintained the Academic Math status for all students and student groups by -2.3 points • English Learner Progress status 24.3 % at Level 4 , 38.3 % at Level 3 13.1% Level 2 , 24.3% Level 1 • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement • 11.4 % Chronic Absentee rate, a slight increase for all students but EL's experienced a decline. • Maintained .01% Suspension rate

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.1 Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meeting and/or professional learning community (PLC) times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity) • 1.1a Many of our EL students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase students to the proficient or advanced range. This will include the support of having access to an instructional coach with expertise in language acquisition strategies and can offer	Garfield teachers implemented all district adopted programs for all subjects areas. We also piloted a literacy intervention program to better support our tier 2, 3 and ELL students who are struggling readers. Garfield teachers provided more project-based learning opportunities for students to promote 21st-century competencies. Garfield teachers continued to provide 30 minutes of designated ELD instruction for students and worked to embed ELD strategies across all curricular areas throughout the school day.	Centralized services to support programs at the school site. 1000-1999: Certificated Personnel Salaries Title III 0	Centralized services to support programs at the school site. 1000-1999: Certificated Personnel Salaries Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
professional development for staff, administration and parents to address the diverse needs of English Language Learners.			
1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and Site data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level 1.2 a - Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Ellevation online platform to support the monitoring of student academic progress to facilitate teachers opportunity to provide feedback on student performance that will inform intervention services.	Garfield teachers and support staff assessed students learning with the state, district, and classroom (formative/summative) assessments. We completed all required assessments and progressed monitored our tier 2 and 3 students (which included ELL students). Garfield teachers engaged in data discussions with our intervention teacher and adjusted instruction to better support the students.	Centralized services to support programs at the school site. 5000-5999: Services And Other Operating Expenditures Title III 0	Centralized services to support programs at the school site. 5000-5999: Services And Other Operating Expenditures Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.3 Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by identifying key standards across the Eureka math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level (i.e. A first grade teacher understands the Kindergarten standards, the first grade standards, and the 2nd grade standards and plans lessons so he/she can expand on a student's prior knowledge and also make connections to/plans for future learning.)	Garfield teachers implemented Eureka math across all grade levels. Teachers collaborated with their grade level colleagues but we still need to work on systemizing cross-grade level collaboration in regards to deepening our understanding of the grade level standards for the grade below and above.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
1.4 Implement Project-Based Learning (PBL) so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meeting and/or professional learning community (PLC) times, and explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels 1.4 a We need to provide opportunities to support ELs with project based learning by providing PD for staff that includes an emphasis on ELD	Garfield teachers implemented at least one project in the 2018-19 school year. Staff collaborated on a school-wide project called Community is Unity. This school wide project will be launched in the Fall of 2019. Garfield staff was introduced to PBL planning templates with a focus on ELD standards to during the district sponsored PBL bootcamp.	Centralized services to support programs at the school site. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0	Centralized services to support programs at the school site. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration" 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
standards and language acquisition strategies.			
1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between the STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Mathematics	This goal was fully implemented.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
1.6 Review/Implement Culturally Responsive Teaching and Learning strategies (CRT Strategies) and understand how they apply to both direct instruction as well as project-based learning in order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by state, district, and classroom assessments	This goal is still in process. We will need to continue it into the 2019-20 school year.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
1.7 Provide time for staff during Staff Meetings and/or PLC to engage in courageous conversations about race, equity, and social justice so action can be taken to improve the achievement of our lowest performing students as measured by state, district, and classroom assessments	This goal is still in process. We will need to continue it into the 2019-20 school year. It is a high priority for us to return to these conversations in order to provide more equitable outcomes for students in the opportunity gap.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
1.8 A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our	This goal is still in process. We will need to continue it into the 2019-20 school year.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
English Learners. Identify and implement best practices to support the delivery of Designated and Integrated ELD instruction. Prioritize time during staff meetings and/or Professional Learning Community (PLC) for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.			
1.9a Provide student academic achievement data and a roster of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year. 1.9b Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year. This will be facilitated this by utilizing the Ellevation platform by the administrator. 1.9c Provide to staff the names of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness and address this issue so appropriate	This goal was fully implemented.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement data as reported on CA Dashboard and locally developed dashboard in order to discuss implications for continuing EL status and determine appropriate interventions.			
1.10 Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator ELD support, teachers will also monitor the progress of their EL students and provide intervention to those students.	This goal was fully implemented.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0
1.11 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program as well as funding for special	This goal was fully implemented.	This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan. 0000: Unrestricted Base 14,640	This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan. 0000: Unrestricted Base 14,640

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
projects for staff hourly pay.			
1.12 Utilize a multitiered intervention framework for academic and behavioral support; Provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of recess reflection room or buddy room referrals, behavior contracts, in-house or out of school suspensions)	This goal was fully implemented but we still need to work on how to support students with ongoing trauma-related emotional behavior issues and/or attention deficit issues.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
1.13 Provide site general education paraeducator support to students identified in need of urgent intervention (based on district assessments) through small group guided reading and mathematics instruction as part of a Tier 2 intervention program	This goal was fully implemented.	This funding will be used to hire a para-educator to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments. 2000-2999: Classified Personnel Salaries Title I 23,708	This funding will be used to hire a para educator to support Tier 2 academic interventions to students identified by state, district, and/or classroom assessments. 2000-2999: Classified Personnel Salaries Title I 23,708
1.14 Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions (i.e. Student Success Team (SST) meetings, on-site counseling, special education referrals)	This goal was fully implemented.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
1.15 Provide STEAM focused enrichment experiences to enhance	This goal was fully implemented with independent vendors.	This funding will be used to extend learinng opportunities outside of	This funding will be used to extend learinng opportunities outside of

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
learning outside of the classroom in conjunction with Garfield staff, independent vendors, and/or the ASES after-school care program staff		the regular school day with a STEAM focus. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 10,000	the regular school day with a STEAM focus. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration" 10,000
		This funding will be used to make a partial payment for the outdoor education program. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 3,740	This funding will be used to make a partial payment for the outdoor education program. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration" 3,740

Analysis

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

The overall impact of this goal has helped to move Garfield teachers from mostly providing direct instruction to the whole class to more individualized and/or small group learning. There is evidence of differentiated instruction across different content areas. We are working towards the goal of two projects or more per year for all students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have seen improvements in reading scores as measured by district and local assessments. The addition of the Level Literacy Intervention (LLI) to support goal 1.12 helped us to better identify the needs of our struggling readers and multi-language learners. We saw large gains in the students who participated in the LLI program Tier 2 program to better decode, comprehend, and read fluently. This was also further supported by providing ongoing professional development for teachers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material difference between the proposed expenditures and the estimatd actual expenditures. The funding was utilized as it was outlined in the plan.

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

Most of the strategies/activities identified as fully implemented will continue into the 2019-20 as part of our school system. We will need to continue to collaborate on results for state testing as our preliminary data is not yet showing the gains that we feel are needed to meet our annual outcomes.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Garfield Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 8.7 points. • Declined the Academic ELA status for SPED students by 23.1 points and identified an area of need. • Maintained the Academic Math status for all students and student groups by -2.3 points • English Learner Progress status 24.3 % at Level 4 , 38.3 % at Level 3 13.1% Level 2 , 24.3% Level 1 • Increased the reclassification rate. • LCFF Priority 5 - Pupil Engagement • 11.4 % Chronic Absentee rate, a slight increase for all students but EL's experienced a decline.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the previous year	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 Inspire students to think about their futures by providing experiences for them to learn about college and career options. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas. 2.1a Provide parents with a clear definition of EL program pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.	Garfield staff and students participated weekly in College and Career Mondays this past year. Some of our grade level PBL projects focused on local civic engagement which also exposed students to local businesses and career opportunities. Our STEAM Lab program also helped students gain a better understanding of science focused careers. Our after-school enrichment also exposed students to computer coding. We provided some parent education on goal 2.1a but will continue to build upon it in 2019-20.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
2.2 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD pathways work to support them	We provided some parent education on goal 2.1a but will continue to build upon it in 2019-20.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.	At Garfield, there are two special day classes, resource support, and speech therapy. Staff members from these special education programs were on the Coordination of Student Services team (COST). Their perspective was invaluable in designing	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	specialized paths for at-risk general education students. More of these general education students had greater support due to the collaboration of special education staff and general education teachers. We will continue to work on this goal in the 2019-20 school year.		
2.4 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.	This goal was fully implemented and we will continue to utilize state, district, and local data to measure EL growth and monitor our RFEP students utilizing ELLevation.	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0.0
2.5 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about how to support their child's learning at home.	This goal was fully implemented especially in the area of families accessing the blended learning platforms at home. Based on parent/guardian feedback, one area or need parent support is in helping their child with common core math homework.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
2.6 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement throughout the day; Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS), and	This goal was fully implemented and we will continue this work in the 2019-20 school year.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Mindfulness practices school wide with support from intervention specialists.			

Analysis

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

The overall impact of this goal has helped to expose Garfield students to better understand that college and career dreams/goals often do begin in elementary school and what they do now will affect their choices for the future. We utilized resources provided centrally such as our intervention specialists as well as some additional support with community partnerships.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Garfield staff brought a new level of visibility to college and career readiness this year. We still need to go deeper in terms of utilizing community business partners, parents, professionals, and tradepersons to present to our students to expose them to more college and career options.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differenes between the proposed expenditures and estimated actual expenditures.

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

There are no significant changes in this goal. We will continue to build upon the foundation that has been established.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Garfield Elementary School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 8.7 points. • Declined the Academic ELA status for SPED students by 23.1 points and identified an area of need. • Maintained the Academic Math status for all students and student groups by -2.3 points • English Learner Progress status 24.3 % at Level 4 , 38.3 % at Level 3 13.1% Level 2 , 24.3% Level 1 • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement • 11.4 % Chronic Absentee rate, a slight increase for all students but EL's experienced a decline. LCFF Priority 6 - School Climate • Maintained .01% Suspension rate • Maintained the district expulsion rate at or below

Metric/Indicator	Expected Outcomes	Actual Outcomes
• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	the state average for all students and student groups. • Maintained a high rating for student engagement and supports and report findings from student survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement and mindfulness (i.e. daily Toolbox Class Meetings; Brain Breaks, walking/running club, mindfulness strategies, etc.)	This goal was fully implemented. We will continue to grow these programs moving forward.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Garfield community (i.e. site website, social media, Google classroom, Remind text and teleparent messages,	This goal was implemented. More staff members explored digital options for classroom communications such as Class Dojo. Apps such as Class Dojo and AERIES Communicator provide multilingual options for families.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
staff newsletters, classroom newsletters, school-wide newsletter, etc.) 3.2a Provide multilingual communication whenever possible in the represented languages at the school.			

Analysis

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

The overall implementation fo these strategies/activities have helped Garfield staff meet the needs of students who have experienced trauma or have high levels of social emotional learning need. We utilized the centralized resources to support the implementation of these goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The number of students referred to the office/reflection room declined as a result of implementing these goals. Also the number of students suspended also declined in particular those students who are English Learners declined in the rate of suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed expenditures and estimated actual expenditures as we utilized centralized funding to support these services.

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

We will continue to implement these strategies in the 2019-20 school year and monitoring on a monthly basis to support and identify which students may need more support.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Garfield Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board in the Spring of 2020 LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year LCFF Priority 4 - Pupil Academics • Increased the Academic ELA status for all students and student groups by 8.7 points. • Declined the Academic ELA status for SPED students by 23.1 points and identified an area of need. • Maintained the Academic Math status for all students and student groups by -2.3 points • English Learner Progress status 24.3 % at Level 4 , 38.3 % at Level 3 13.1% Level 2 , 24.3% Level 1 • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement 11.4 % Chronic Absentee rate, a slight increase for all students but EL's experienced a decline. English Learners declined in their chronic absenteeism rate by .6% as well as students with disabilities declined in their chronic absenteeism rate by .5%

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Garfield and provide targeted outreach/support to families of students in the opportunity gap which include parents of English Learners (i.e. African American and Latino Parents Support Groups)	This goal was fully implemented in terms of utilizing our parent faciltator to provide more outreach to families especially those famiiles who have students who are at risk for chronic absenteeism. Creating support groups for our African American and Latino families is a high priority in the 2019-20 school year.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible)	This goal was fully implemented.	Payment for site translation services as needed 0000: Unrestricted Base 500.00	Payment for site translation services 0000: Unrestricted Base 500.00
4.3 Provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.	This goal was fully implemented through ELAC. We will continue this work into the 2019-20 school year.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures. 4.4a Provide opportunities for EL parents to co-construct their vision for best practices in encouraging input and feedback on EL programing and services. Develop multiple ways to gather parent input such as but not limited to EL Parent Survey and annual analysis of programs with	4.4 was fully implemeted as families participated in the CA Healthy Kids survey and had opportunites to give informal feedback in other settings.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the support and co-facilitation of the site administrator and parent facilitator.			
4.5 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.	We started to implement this goal through some grade level Project based learning projects. We will continue to implement this goal in 2019-20.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0

Analysis

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

The overall implementation of the strategies/activities have helped to increase parent/guardian involvement parent education opportunites embedded into Coffee Chat, ELAC, SSC, PTO, Annual Title 1 Meeting, etc.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies/activities have helped to get more families involved at school through volunteering and/or attending parent/guardian education events. This is evidenced by parents attendance at site meetings and programs that aim at engaging parents to participate in parent leadership committees as well as consistently attend district level parent committees and community forums.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed expenditures and the estimated actual expenditures.

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

Creating parent support groups for our African American, Latino, and Special Education community members will be a high priority. Steps were taken in the 2018-19 school year to identify parents who were interested in taking on leadership roles in these support groups. In the fall of 2019, meetings will be scheduled to gauge interest in the Garfield community for these groups.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Garfield Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5.1 Facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Nights)	This goal will be carried over to the 2019-20 school year. We did not host a family tech night. Informal surveys of our community do show that access to internet devices are improving. More families in the Garfield community are reporting that they have a least one device at home - mostly smartphones or tablets.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0
5.2 Continue to improve the appearance of our school site with staff, district, and community support.	In the 2018-19 school year, major construction on our school began that was funded by bond measure J1. We also made a greater effort to compost, recycle, and to improve the general appearance of the school	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0.0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	by involving the whole community.		

Analysis

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

In general the areas of the school not under construction are cleaner and look better. We are considering murals or other ways to brighten up the permanent buildings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This goal has helped to improve the over all appearance of our school in the non-construction zones.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed expenditures and estimated actual expenditures as we used centralized services to support this work.

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

We will continue to work on these goals and promote activities to increase parent and community members opportunities to improve the appearance of the school and helping promote more family tech nights to support device use and identify any tech/device needs that may dtill need to be addressed in the 2019-20 school year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	21,995
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	50,038.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	21,995	0.00
Base	13256	0.00
Supplemental and Concentration"	13,400	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	13,256.00
Other	0.00
Supplemental and Concentration"	13,400.00
Title I	21,995.00
Title III	0.00
Translation Budget	1,387.00
Unrestricted	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lynda Hornada	Principal
Rick Ford	Classroom Teacher
Linda Garrett	Classroom Teacher
Billie Hix	Classroom Teacher
Denise Widgren	Other School Staff
Heidi Klopfer	Parent or Community Member
Siv Mork	Parent or Community Member
Amanda Toro	Parent or Community Member
April Key-Lee	Parent or Community Member
Roshanda Robinson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

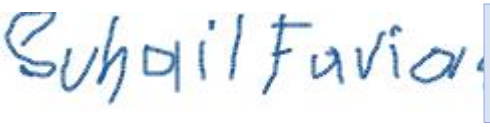
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2019.

Attested:

	Principal, Lynda Hornada on May 23, 2019
	SSC Chairperson, Heidi Klopfer on May 23, 2019