School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Garfield Elementary School	01-61291-6002372	November 19, 2020	December 15, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Garfield is not a CSI, ATSI or TSI school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs 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.

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 3
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations 5
Analysis of Current Instructional Program 5
Stakeholder Involvement 9
School and Student Performance Data 10
Student Enrollment 10
CAASPP Results 12
ELPAC Results 16
Student Population 19
Overall Performance 20
Academic Performance 21
Academic Engagement 26
Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 30
Goal 1 30
Goal 2 37
Goal 3 42
Goal 4 46
Goal 5 50
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source 54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 55
Expenditures by Goal 55
School Site Council Membership 56
Recommendations and Assurances 57

assessments to due regular progress monitoring for students not scoring in the proficient range. Teachers share this information with parents and differentiate lessons for students.

CHKS

- CHKS data from 2020 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

From August 2019 to February 2020, classroom visits were conducted by the principal, intervention teacher, and teachers. These visits focused on looking for evidence of the implementation of the Common Core standards in Language Arts and Math, English Language Development instruction, project-based learning, 21st-century learning skills, blended learning, and other key district initiatives. We saw changes in classroom seating arrangements. There were fewer traditional desks, and more flexible seating options started to appear. These new arrangements allowed for more student-centered work and collaboration to occur. Along with the seating arrangement changes, the level of technology use by students increased in the classrooms due to our one to one device to child ratio. Evidence of an increased level of Project-Based Learning implementation was apparent in the student work that appeared in classrooms and the public products being shared across the school. In addition, a school-wide project called Community is Unity was implemented in all classrooms. The Community is Unity project was designed to tie together several Tier 1 initiatives in Positive Behavior Intervention and Support (PBIS), Social Emotional Learning (SEL), and Culturally Responsive Teaching (CRT). This work was also cut short by the March 2020 school closure due to the COVID 19 Pandemic. From March 2020 to the present, we have worked to transition our programs to a distance-learning format.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided with ongoing professional development in the implementation of Distance Learning and Learning Management Systems (LMS) software to organize virtual schedules and asynchronous assignments for students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Throughout the school year, Garfield Staff has dedicated time during staff meetings and grade-level PLC time to analyze data to inform instruction. Data that were analyzed include CAASPP, ELPAC, and STAR Renaissance. The analysis of data-informed our professional development and the formation of our Community Committees.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches are available for support for teachers and administrators. Instructional coaches support the administration in framing the scope and sequence of professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our collaboration time consists of Community Committees, grade level PLC meetings, and whole staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Garfield Staff utilizes SBE adopted programs in Math, Language Arts, Science, and Social Studies that are aligned to performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Garfield bell schedule meets the recommended state requirement for ELA, ELD, Math. Distant Learning Instructional periods are divided into both synchronous and asynchronous time. Teachers assign time values for each assignment to ensure we are in compliance with state mandates for both on site and distance learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Garfield bell schedule provides for both whole and small group synchronous learning time coupled with time valued asynchronous assignments.

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, and donations from our SL Education Foundations and community partners

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

Garfield staff, parents, and the community are supportive of the SPSA review at Garfield Elementary School. Parent participation included feedback and input from the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Organization (PTO)

February 12, 2020 - Gatorville PTO Parent LCAP Meeting (feedback used to inform SPSA goals)
February 13, 2020 - ELAC LCAP Meeting (feedback used to inform SPSA goals)
February 27, 2020 - SSC LCAP Meeting (feedback used to inform SPSA goals)

September 16, 2020 - Garfield Staff - Initial review of data and status of current goals
September 22, 2020 - ELAC - Review of ELAC roles and responsibilities in regards to SPSA

October 22, 2020 - SSC - Review of current goals and budget and feedback on updates

November 9, 2020 - Garfield Staff - Review of updated goals and feedback and approval
November 17, 2020 - ELAC - Review of Goals and Budget and Feedback on Updates and Budget and approval
November 19, 2020 - SSC - Review of updated goals and budget and final approval

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	116	105	110	28.2%	29.6%	30.8%
Fluent English Proficient (FEP)	52	46	44	12.6%	13.0%	12.3%
Reclassified Fluent English Proficient (RFEP)	30	12	19	19.7%	10.3%	18.1%

Conclusions based on this data:

1. Our overall number of English Learners has stayed fairly consistent.
2. Our number of Fluent English Proficient students has decreased but the overall precentage of these students has remained consistent.
3. Our number of RFEP students has increased from 2018-19 to 2019-2020.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.57	10.17	6.35	57.14	69.49	60.32	34.29	20.34	33.33
Grade 4	16.13	9.68	15.25	51.61	66.13	57.63	32.26	24.19	27.12
Grade 5	5.88	9.09	6.25	52.94	57.95	51.56	41.18	32.95	42.19
All Grades	10.82	9.57	9.14	53.68	63.64	56.45	35.50	26.79	34.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.71	13.56	9.52	44.29	49.15	38.10	40.00	37.29	52.38
Grade 4	15.05	16.13	16.95	50.54	51.61	47.46	34.41	32.26	35.59
Grade 5	7.35	20.45	7.81	54.41	40.91	39.06	38.24	38.64	53.13
All Grades	12.99	17.22	11.29	49.78	46.41	41.40	37.23	36.36	47.31

Conclusions based on this data:

1. The percentage of students scoring "Below Standard" for all grades in Language Arts decreased from 2016-17 to 2017-18 but then increased again in 2019-20.
2. There is a similar pattern with the percentage of students scoring "Standard Exceeded as well as "Standard Met" for all grades in Language Arts increased from 2016-17 to 2017-18 but then decreased again in 2019-20.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall by identifying their challenges and providing instructional support in our tiered intervention programs.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.27	13.56	9.38	57.75	47.46	28.13	30.99	38.98	62.50
Grade 4	8.51	14.29	10.17	46.81	36.51	45.76	44.68	49.21	44.07
Grade 5	8.82	13.64	9.52	36.76	37.50	33.33	54.41	48.86	57.14
All Grades	9.44	13.81	9.68	47.21	40.00	35.48	43.35	46.19	54.84

Conclusions based on this data:

1. The percentage of students scoring "Standard not Met" for all grades has increased from between 2016-17 to 2019-20 in all areas of Mathematics.
2. The percentage of students scoring "Standard Nearly Met" and "Standard Met" for all grades decreased from 2016-17 to 2019-20 of Mathematics while students scoring "Above Standard" increased over the 3 years.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall.

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.00	5.56	*	88.89	*	5.56	25	18
1	*	42.11	*	36.84	*	21.05	19	19
2	*	25.00	*	66.67		8.33	16	12
3	*	0.00	*	86.67	*	13.33	*	15
4		16.67	81.25	58.33	*	25.00	16	12
5	*	0.00	57.14	78.57	*	21.43	21	14
All Grades	36.45	15.56	49.53	68.89	14.02	15.56	107	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.11	*	61.11	*	27.78	25	18
1	*	5.26	*	68.42	*	26.32	19	19
2	81.25	0.00	*	58.33		41.67	16	12
3	*	13.33	*	40.00	*	46.67	*	15
4	75.00	16.67	*	41.67	*	41.67	16	12
5	66.67	14.29	*	57.14	*	28.57	21	14
All Grades	56.07	10.00	27.10	55.56	16.82	34.44	107	90

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	60.00	94.44	*	5.56	25	18
1	*	21.05	*	42.11	*	36.84	19	19
2	*	8.33	*	58.33	*	33.33	16	12
3		0.00	*	53.33	*	46.67	*	15
4	*	0.00	*	58.33	*	41.67	16	12
5	*	21.43	*	50.00	*	28.57	21	14
All Grades	18.69	8.89	47.66	60.00	33.64	31.11	107	90

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
355	**71.0**	**29.6**	**0.3**
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.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	29.6
Foster Youth	1	0.3
Homeless	9	2.5
Socioeconomically Disadvantaged	252	71.0
Students with Disabilities	57	16.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	54	15.2
American Indian	1	0.3
Asian	29	8.2
Filipino	36	10.1
Hispanic	181	51.0
Two or More Races	22	6.2
Pacific Islander	4	1.1
White	22	6.2

Conclusions based on this data:

1. 71% of our students are considered socially economically disadvantaged while 2.5% are homeless.
2. Almost 30% of our students are English Language Learners.
3. 16.1% of our students have disabilities.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
57.3 points below standard	69.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -17.3 points	Declined Significantly -25.1 points	1
183	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Red
Less than 11 Students - Data Not Displayed for Privacy	70.2 points below standard	133.8 points below standard
6	Declined -10.6 points	Declined Significantly -24.5 points
	130	40

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  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
71.1 points below standard	82.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10 points	Declined Significantly -16.6 points	1
183	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	78.5 points below standard	132.6 points below standard
6	Increased ++4 points	Declined -9.1 points
	130	40

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
21.2 making progress towards English language proficiency
Number of EL Students: 66
Performance Level: VeryLow

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.3	48.4	1.5	19.6

Conclusions based on this data:

1. Almost 20% of our English Language Learners increased at least one ELPI level and 30% decreased a level.
2. Almost 49% maintained their ELPI levels.
3. We need to decrease the number of students decreasing EPLI levels and increase the number progressing one ELPI levels in order to reclassify more ELL's to RFEP.

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 Green	 Green
17.5	Less than 11 Students - Data Not Displayed for Privacy	3	2.7
Increased +0.6	1	Declined -1.5	Maintained +0.3
57		33	37
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	 No Performance Color	 No Performance Color
12.5	16.7	Less than 11 Students - Data Not Displayed for Privacy	22.7
Increased +0.5	Increased +4.2	4	Increased +4.2
184	30		22

Conclusions based on this data:

1. Our Chronic Absenteeism is at 12.2 percent. Chronic Absenteeism rates among our Homeless and Socioeconomically Disadvantaged are higher than the overall percentage.
2. Our Asian, Filipino, and Students with Disabilities have less Chronic Absenteeism than our African American, Hispanic, and Multiracial students.
3. We need to decrease our Chronic Absenteeism rates in order to increase student performance data.

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	Blue
0	Less than 11 Students - Data 1	0	0
Declined -3		Maintained 0	Maintained 0
57		33	38
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	No Performance Color
0	0	Less than 11 Students - Data 4	9.1
Declined -0.9	Maintained 0		Increased +2.4
190	36		22

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	0.5

Conclusions based on this data:

1. Our suspension rates decreased between 2018 to 2019.
2. All our significant subgroups are at the Blue level.
3. Our suspension rates are low because of our successful implementation of positive behavior intervention support and social emotional learning programs schoolwide.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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	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 the previous year	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 the previous year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 Provide time for staff to collaborate on District Adopted Programs, Project Based Learning, Designated and Integrated English Language Development, Culturally Responsive Teaching strategies, and Computer-based Blended Learning platforms that support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies school-wide.

Proposed Expenditures for this Strategy/Activity

conversations on race, equity, social justice, and access for all students and take the actions needed to ensure implementation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Centralized Services to support programs at school site

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,637	Base 4000-4999: Books And Supplies Centralized Services to support programs at school site
4,740	Title I 1000-1999: Certificated Personnel Salaries This funding will be used to compensate staff for hourly work outstide of the normal school day to support Tier 2 academic interventions for students.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0.0	

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Garfield Staff worked to implement all the goals and action steps outlined in the 2019-20 SPSA. Our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools 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 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.

Identified Need

All students and their families need to fully understand the SLUSD pathways for college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

Amount(s)	Source(s)
0.00	None Specified None Specified Centralized Services to support programs at the site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students but prioritizing our English Language Learner students

Strategy/Activity

2.2 Provide PreK-5 parent education opportunities (i.e. Community Check-ins, Annual Title 1 Meeting, ELAC, School Site Council, Parent Education Series) 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 EL program pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded None Specified Centralized Services to support programs at the site

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education and At Risk Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While we worked to get students excited about College and Career readiness, we still need provide parent engagement opportunities for families to understand the SLUSD pathways.

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

There were no major differences in the intended implementation and the budget expenditures to this goal. Due to the COVID 19 pandemic, some of our parent engagement events did not occur as scheduled.

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 major changes to this goal. We need to continue to excite students about college and career readiness. We also need to continue to strengthen the connections between our general and special education teams.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 • 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.	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 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	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 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

0.0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized Services to support programs at site

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Garfield staff has worked to fully implement the action steps in this goal. Our communication to all stakeholders has improved and strengthened by the use of digital platforms that all parents are connected to.

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

There are no major differences between the intended implementation and budgeted 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 changes to this goal. We must continue to ensure that we are modeling and promoting student health, well being, and communication.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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	• 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	• 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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts and provide targeted outreach/support to families of students in the opportunity gap

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will continue to implement this goal and the actions steps in order to get timely feedback from our stakeholder groups.

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

There were no major differences between the intended implemenation and the budgeted 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 were no changes to this goal. We need to continue this work because the opportunity gap still exists.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded None Specified Centralized services to support programs at site

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

5.2 Continue to improve the appearance of our school site with Staff, District, and community support including adherence to site and district COVID 19 cleaning and safety protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.0	District Funded 6000-6999: Capital Outlay Centralized services to support programs at site.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will continue to implement this goal and the actions steps in order ensure school facilities are safe and clean and all students have access to technology especially during distance learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$23,340
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$38,364.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$23,340.00
Title III	$0.00

Subtotal of additional federal funds included for this school: $23,340.00

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

State or Local Programs	Allocation ($)
	$0.00
Base	$13,637.00
District Funded	$1,387.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $15,024.00

Total of federal, state, and/or local funds for this school: $38,364.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Base	13,637.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	1,387.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
6000-6999: Capital Outlay	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	4,740.00
2000-2999: Classified Personnel Salaries	Title I	18,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,977.00
Goal 2	0.00
Goal 3	0.00
Goal 4	1,387.00
Goal 5	0.00

DocuSign Envelope ID: BCC2F032-20E8-4098-8844-97E33A609EB6

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
DocuSigned by: Melissa González 39B250829B1D494...	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 Nov 19, 2020.

Attested:

DocuSigned by: FFA0BE73432E41F...	Principal, Lynda Homada on Dec 3, 2020
	SSC Chairperson, Fatima Mendoza on Dec 3, 2020