School Year: **2021-2022**

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	May 20, 2021	

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)

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.

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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social-Emotional needs of our students, staff, and community. Students completed the CHKS survey at the start of 2021. Parents were provided with multiple opportunities to complete the survey through our Garfield website, Parentsquare, and the Principal Community Check-in Meetings.

Analysis of the data uncover the following themes:

CA Dashboard

- Garfield has made improvements in our school climate data as measured by school-wide suspension rates. Garfield is currently in the top blue level. Our suspension rates have decreased because of the implementation of PBIS, SEL, Trauma-informed, and Restorative Justice practices school-wide.
- Garfield continues to score at the orange level in Language Arts and Math as measured by SBAC. We will continue to look at our school data to inform our practices and provide tier 2 and 3 interventions for students who are not proficient.
- Garfield continues to fall in the orange level for chronic absenteeism. Around 12.2% of our students are considered at risk because of chronic absenteeism issues. We will continue to address this issue school-wide.

ELPAC

- Garfield's multi-language learners are currently scoring in the Level 2 and 3 range on ELPAC. We need to move more students to level 4. This is imperative since students need to score at level 4 in order to be reclassified to fluent English proficient.

SBAC

- State testing was halted to due the COVID 19 pandemic in the spring of 2020 and in 2021. Our data from 2019 indicated that our 3-5 grade students scored 57.3 points below standard in ELA and 71.1 points below standard in Mathematics.

Star Renaissance in ELA and Math

- Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum are taking these tests 3 times per year. The majority of staff members use these 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 2021 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 observations of instruction, Teachers made an effective shift from in-person teaching to virtual teaching. Teachers adapted their lessons to an online format. Fall 2020 planning focused on becoming proficient in the online platforms and using the asynchronous time to support the synchronous instruction. In addition to academic instruction, student engagement and social-emotional wellbeing will need to be a strong focus. In April 2021, students attended school in small cohorts. Observations during this time indicated teachers teaching concurrently with students in the room as well as students at home on their devices. Although the number of minutes varied depending on the age of the students, concurrent teaching occurred at all grade levels TK-5.

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.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Not Meeting Performance Goals:

According to STAR Renaissance test data, both ELA and Math mean scaled scores increased during the 2020-21 school year. In both reading and math, our Asian and White students are performing higher than our African-American and Latino-Hispanic students.

Teachers identify small group instruction as an area of strength across our school. We currently utilize the level literacy intervention program at the 1-2 grade level and we would like to continue to expand its use into the other grade levels.

Meeting Performance Goals: This year, all teachers used STAR Renaissance data to identify students for reading and math intervention

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to the suspension of State testing during the 2019-2020 school year the Garfield staff will use STAR Renaissance Tests in ELA and Math along with attendance as data to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Garfield has 17 fully credentialed teachers and 0 teaching outside of subject area competence.

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 in 2019-2020.

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, implentation of new programs and project based learning.

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. This allows for ample time for small group acceleration and intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to SBE adopted instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Through Project Based Learning and SBE adopted instructional materials are used to produce critical thinkers, effective communicators and collaborators, ethical and cultural leaders and students with healthy minds and bodies.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Enrichment programs, Sylvan, ASES, Social-Emotional support through counseling services, Small group reading intervention through LLI

Evidence-based educational practices to raise student achievement

Standards-based curriculum, daily designated ELD instruction in small groups, small group reading and math instruction

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent Facilitator, Family Engagement Meetings, DELAC, ELAC, SSC, Principal's Community Check-ins, Gatorville PTO

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC ELAC, PTO

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Garfield School uses Title1 funds for the services of a Title 1 para educator who works with students in small groups to provide addtional academic support. We also purchase instructional materials,and pay for teacher hourly salary for special projets as needed.

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). The SPSA Goals and Budget were developed and approved at the meetings listed below in 2021:

February 4 - LCAP Community Engagement Meetings
February 11 - LCAP Community Engagement Meetings

April 19 -Staff Review and Input
April 21 - Staff Review and Input

April 20 - ELAC Review and Input
April 22 - SSC Review and Input

May 17 - Staff Recommendations Consensus

May 18 - ELAC Recommendations and Consensus

May 19 - Annual Title 1 and Community Check-in Meeting - Review and Feedback on Goals

May 20 - SSC Recommendations and Approval

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.28%	0%	0.3%	1	0	1
African American	15.21%	13.45%	13.0%	54	48	41
Asian	8.17%	10.08%	7.9%	29	36	25
Filipino	10.14%	9.52%	9.8%	36	34	31
Hispanic/Latino	50.99%	52.1%	54.1%	181	186	171
Pacific Islander	1.13%	0.56%	1.0%	4	2	3
White	6.2%	5.04%	3.8%	22	18	12
Multiple/No Response	1.69%	7.56%	2.2%	6	6	7
			Total Enrollment	412	355	316

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	74	53
Grade 1	55	52	49
Grade 2	49	53	51
Grade3	65	52	51
Grade 4	57	62	50
Grade 5	68	64	62
Total Enrollment	355	357	316

Conclusions based on this data:

1. Total student enrollment dropped during distance learning by 39 students from 2019-20 to 2020-21.
2. HIspanic/Latino student enrollment dropped by 15 students from 2019-20 to 2020-21.
3. The greatest loss of students was in Kindergarten with a decrease of 21 students from 2019-20 to 2020-21.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	105	110	96	29.6%	30.8%	30.4%
Fluent English Proficient (FEP)	46	44	32	13.0%	12.3%	10.1%
Reclassified Fluent English Proficient (RFEP)	12	19	1	10.3%	18.1%	0.9%

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 dropped from 2018-19 to 20-21.
3. Our number of RFEP students has increased from 2018-19 to 2019-2020 but declined in 2020-21.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	65	52	52	63	43	49	59	63	49	96.9	82.7	94.2
Grade 4	59	62	49	59	46	48	62	59	48	100	74.2	98
Grade 5	64	64	64	64	56	61	88	64	61	100	87.5	95.3
All	188	178	165	186	145	158	209	145	158	98.9	81.5	95.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.
**STAR Reading

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2359.	283	347	7.94	16	14	11.11	11	14	23.81	30	39	57.14	43	33
Grade 4	2434.	291	320	18.64	9	4	18.64	4	6	23.73	26	25	38.98	60	65
Grade 5	2434.	383	421	4.69	11	5	18.75	31	11	25.00	24	23	51.56	35	61
All Grades	N/A	N/A	N/A	10.22	12	7.7	16.13	15.3	10.3	24.19	26.7	29	49.46	46	53

**STAR Reading

Reading Demonstrating understanding of literary and non-fictional texts									
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	11.86	14.29	47.14	40.68	38.10	44.29	47.46	47.62
Grade 4	16.13	12.90	25.42	49.46	46.77	37.29	34.41	40.32	37.29
Grade 5	10.29	10.23	7.81	32.35	48.86	45.31	57.35	40.91	46.88
All Grades	12.12	11.48	15.59	43.72	45.93	40.32	44.16	42.58	44.09

Writing Producing clear and purposeful writing									
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	7.14	5.08	4.76	41.43	40.68	34.92	51.43	54.24	60.32
Grade 4	12.90	17.74	11.86	40.86	40.32	49.15	46.24	41.94	38.98
Grade 5	19.12	19.32	7.81	30.88	42.05	50.00	50.00	38.64	42.19
All Grades	12.99	14.83	8.06	38.10	41.15	44.62	48.92	44.02	47.31

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 mean scaled scores for Reading have increased in 3, 4 and 5 grades from 2019-20 to 2020-21.
2. There was a decrease in the number of students scoring above or at grade level during distance learning.
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.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	65	52	52	64	41	45	64	41	45	98.5	79	86.5
Grade 4	59	62	49	59	55	46	59	55	46	100	89	93.9
Grade 5	64	64	64	64	57	61	63	57	61	100	89	95.3
All	188	178	165	187	153	152	186	153	152	99.5	85.7	91.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.
**STAR Math

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2363.	461	538	9.38	12	9	9.38	19	18	17.19	47	13	64.06	23	60
Grade 4	2439.	526	535	10.17	6	7	27.12	21	4	27.12	34	28	35.59	38	61
Grade 5	2434.	566	617	6.35	9	5	9.52	9	3	22.22	34	18	61.90	48	74
All Grades	N/A	N/A	N/A	8.60	9	7	15.05	16.3	8.3	22.04	38.3	19.7	54.30	36.3	65

**STAR Math

Concepts & Procedures Applying mathematical concepts and procedures									
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	16.90	18.64	9.38	38.03	33.90	21.88	45.07	47.46	68.75
Grade 4	13.83	14.29	15.25	28.72	31.75	35.59	57.45	53.97	49.15
Grade 5	10.29	13.64	7.94	20.59	27.27	25.40	69.12	59.09	66.67
All Grades	13.73	15.24	10.75	29.18	30.48	27.42	57.08	54.29	61.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
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	9.86	8.47	10.94	43.66	45.76	28.13	46.48	45.76	60.94
Grade 4	10.64	12.70	15.25	40.43	44.44	45.76	48.94	42.86	38.98
Grade 5	7.35	11.36	9.52	23.53	42.05	38.10	69.12	46.59	52.38
All Grades	9.44	10.95	11.83	36.48	43.81	37.10	54.08	45.24	51.08

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 mean scaled scores for Mathematics have increased in 3, 4 and 5 grades from 2019-20 to 2020-21.
2. There was a decrease in the number of students scoring above or at grade level during distance learning.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1405.8		1420.5		1371.3		18	
Grade 1	1425.5		1445.9		1404.5		19	
Grade 2	1445.3		1441.3		1448.8		12	
Grade 3	1462.5		1445.6		1478.9		15	
Grade 4	1478.8		1465.4		1491.6		12	
Grade 5	1484.4		1469.0		1499.5		14	
All Grades							90	

*OPTIONAL Summative ELPAC

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		33.33		44.44		22.22		18	
1	5.26		26.32		36.84		31.58		19	
2	0.00		33.33		33.33		33.33		12	
3	0.00		13.33		60.00		26.67		15	
4	0.00		25.00		50.00		25.00		12	
5	0.00		50.00		21.43		28.57		14	
All Grades	1.11		30.00		41.11		27.78		90	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	5.56		44.44	44.44	33.33		16.67		18	
1	10.53		31.58	31.58	36.84		21.05		19	
2	8.33		25.00	25.00	33.33		33.33		12	
3	0.00		20.00	20.00	53.33		26.67		15	
4	8.33		41.67	41.67	25.00		25.00		12	
5	7.14		50.00	50.00	21.43		21.43		14	
All Grades	6.67		35.56	35.56	34.44		23.33		90	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	5.56		88.89		5.56		18	
1	42.11		36.84		21.05		19	
2	25.00		66.67		8.33		12	
3	0.00		86.67		13.33		15	
4	16.67		58.33		25.00		12	
5	0.00		78.57		21.43		14	
All Grades	15.56		68.89		15.56		90	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	11.11		61.11		27.78		18	
1	5.26		68.42		26.32		19	
2	0.00		58.33		41.67		12	
3	13.33		40.00		46.67		15	
4	16.67		41.67		41.67		12	
5	14.29		57.14		28.57		14	
All Grades	10.00		55.56		34.44		90	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		94.44		5.56		18	
1	21.05		42.11		36.84		19	
2	8.33		58.33		33.33		12	
3	0.00		53.33		46.67		15	
4	0.00		58.33		41.67		12	
5	21.43		50.00		28.57		14	
All Grades	8.89		60.00		31.11		90	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	5.56		55.56		38.89		18	
1	0.00		52.63		47.37		19	
2	0.00		41.67		58.33		12	
3	0.00		86.67		13.33		15	
4	8.33		75.00		16.67		12	
5	7.14		64.29		28.57		14	
All Grades	3.33		62.22		34.44		90	

Conclusions based on this data:

1. The majority of of our ELL students are scoring at Level 2.
2. The listening, reading, and writing domains had the highest percentages of students scoring n the somewhat/moderately developed range.
3. We need to continue to increase the number of students scoring at Level 4 in order to met our goals of reclassifying students prior to entering 5th grade.

School and Student Performance Data

Student Population

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

2019-20 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.

2019-20 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

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Blue
Mathematics  Orange		

Conclusions based on this data:

1. Our overall scores in English Language Arts, Mathematics, and Chronic Absenteeism are in the orange level.
2. Our Suspension rates are in the blue level.
3. Our suspensions rates are low. We need to increase Language Arts and Mathematics proficiencies levels and decrease Chronic Absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 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
97.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	14.6 points below standard	18.1 points above standard
Declined Significantly -21 points	1	Declined -7.7 points	Increased Significantly ++30.5 points
24		16	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
64.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	90.6 points below standard
Declined -12.5 points	10	3	Declined Significantly -49.1 points
95			15

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 Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.1 points below standard	35 points below standard	49.2 points below standard
Declined Significantly -21.4 points	Declined Significantly -38 points	Declined -11.1 points
34	42	103

Conclusions based on this data:

1. All students are scoring 57.3 points below standard in English Language Arts which at the orange level.
2. English Language Learners are scoring in the orange level.
3. Socioeconomically disadvantaged and students with disabilites are both scoring in the red level.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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

2019 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
105.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	14.5 points below standard	35.8 points below standard
Declined -4.6 points	1	Maintained ++2.6 points	Declined Significantly -18.7 points
24		16	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
79 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	89.3 points below standard
Maintained ++1.8 points	10	3	Declined Significantly -45.3 points
95			15

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 Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.1 points below standard	57.9 points below standard	63.5 points below standard
Maintained -0.3 points	Declined Significantly -39.8 points	Declined -3.7 points
34	42	103

Conclusions based on this data:

1. Socioeconomically disadvantaged students are scoring at the yellow level while English Language Learners are scoring at the orange level.
2. Our English Language Learners are scoring 113 points below standard.
3. Our Reclassified English Learners are closer to standard than our English only students.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Orange	No Performance Color
12.2	9.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.8	Increased +1	3
368	109	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Yellow
35.7	14.4	13
Increased +4.9	Increased +0.8	Declined -7.2
14	264	69

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.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	8

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Blue	Blue	No Performance Color
0.5	0	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1	Declined -0.8	5
381	109	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Blue	Blue
0	0.4	0
Maintained 0	Declined Significantly -1.3	Declined -2.4
15	270	71

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.

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

Engage, Educate, Empower

LEA/LCAP Goal

Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Goal 1

Every classroom and program at Garfield Elementary School will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Identified Need

All students including those who are performing below grade level and English Learners continue to need support in reading and math as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders as reflected in the SLUSD Graduate Profile.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) Overall = 57 pts below standard English Learners = 70 pts below standard Socioeconomically Disadvantaged = 70 pts below standard Students with Disabilities = 134 pts below standard African American = 97 pts below standard Hispanic/Latino = 65 pts below standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts African American + 8 Hispanic/Latinx + 10
Academic Indicator for Mathematics - Student Performance based on	Academic Indicator for Mathematics Student Performance based on	Will improve Distance from Standard by: Overall + 10 pts

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Distance from Standard (from 2019 Dashboard) Overall = 64 pts below standard English Learners = 83 pts below standard Socioeconomically Disadvantaged = 79 pts below standard Students with Disabilities = 133 pts below standard African American = 106 pts below standard Hispanic/Latinx = 79 pts below standard	English Learners + 10 pts Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts African American + 22 Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 7.7% b. English Learners = 0% c. Socioeconomically Disadvantaged = 6.4% d. Students with Disabilities = 7.7% e. Hispanic/Latinx = 0%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% Students with Disabilities 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 61% 2nd Grade: 12% 3rd Grade: 27% 4th Grade: 11% 5th Grade: 8%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10% to 1st Grade 67.1% 2nd Grade 13.2% 3rd Grade 29.7% 4th Grade 12.1% 5th Grade 8.8%
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 33% 3rd Grade: 28%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10% to 2nd Grade 36.3% 3rd Grade 30.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	4th Grade: 10% 5th Grade: 16%	4th Grade 11% 5th Grade 17.6%
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 64.1% At/Above 1st Grade Benchmark = 76.6%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%
English Learning Progress Indicator as reported on the CA School Dashboard: Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	Percentage of current English Learners making progress for SY 2018-2019: 21.2% (Most Recent Data from 2020 California Dashboard)	Increase attendance rate by 2%.
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 94.6% b. English Learners = 95.9% c. Student with Disabilities = 94.6% d. Homeless = 92.4% (Local Data)	Increase attendance rates by 2% to a. All Students = 96.6% b. English Learners = 97.9% c. Students with Disabilties = 96.6% d. Homeless = 94.4%
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	Decrease by half

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 83	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 2516 English Learners = 34% Student with Disabilities = 16% Homeless = 4% Hispanic/Latinx = 62% African American = 12% Asian = 10%
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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 with a specific focus on our historically underperforming groups.

Strategy/Activity

1.1. Effective & Meaningful Teaching and Learning

a. Deliver comprehensive, standards-based TK-5 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects.

b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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	District Funded None Specified Professional development to support implementation of adopted standards based programs at the school site in ELA, Math, ELD, Science, Social Studies, and Project based learning for 1.1 a and b
0	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of district intervention teachers on site for 1.1 c
0	District Funded 1000-1999: Certificated Personnel Salaries Utilze the services of district ELD teacher support on site for 1.1 d

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 with a specific focus on our historically underperforming groups.

Strategy/Activity

1.2. Responsive Support Structures for Student Success

a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

b. Explore and expand alternative education and expanded learning opportunities for students in TK-5 grades to support both intervention, enrichment, and multimodal ways of teaching and learning.

c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-5 grade students.

d. Provide site general education paraeducator support to students identified in need of urgent intervention through small group instruction such as the Leveled Literacy Intervention (LLI) as part of a Tier 2 intervention program.

e. Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program, and Project-based learning.

f. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

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	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of district coaches to support assessment work for 1.2 a
8640	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Utilize contracted services to provide additional enrichment and/or intervention services for students for 1.2 b
0	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of district intervention teachers on site for 1.2 c
18583	Title I 2000-2999: Classified Personnel Salaries Utilze the services of a Title 1 Para-educator to support Tier 2 interventions for students at the site for 1.2 d
11036	Unrestricted 4000-4999: Books And Supplies Materials and supplies to support implementation of adopted standards based programs at the school site in ELA, Math, ELD, Science, Social Studies, Project Based Learning, PBIS, and SEL programs for 1.2 e

0	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of district coaches to support anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning for 1.2 f
7500	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Utilize the services of professional coaches to support anti-racist and culturally linguistically responsive practices professional development for staff for 1.2 f
2980	Title I 1000-1999: Certificated Personnel Salaries Funding for teacher hourly for special projects, committees, enrichment, and/or intervention for 1.2 c
5500	LCFF - Supplemental 4000-4999: Books And Supplies Procure addtional books for library circulation fthat support/enhance the adopted standards based programs in ELA, Math, ELD, Science, Social Studies, and Project Based Learning for 1.2 e

Strategy/Activity 3

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)

Strategy/Activity 4

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: 2020-21

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 2020-21 SPSA. Our on-site work was cut short due to the COVID 19 pandemic but then pivoted to include hybrid learning beginning in April. We adapted the action steps to support the hybrid learning environment as much as possible.

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 some slight differences between the budgeted expenditures and implementation. Due to the COVID 19 pandemic, our afterschool enrichment program was shortened to an 8 week virtual social emotional program that was targeted to students with chronic truancy issues.

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.

The overall goal was was not changed however some action steps were modified to meet a hybrid environment. We continued those action steps to ensure all students have the opportunity to achieve grade level standards. The 2021 -2022 SPSA will reflect strategies that address the new LCAP goals and an in person setting.

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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Goal 2

Garfield Elementary School will provide TK-5 grade career and college programming to introduce students to a variety of options to help guide their secondary educational choices.

Identified Need

Increase outcomes for all students through actions and services that promote the development of our student's college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Broad Course of Study	Garfield Elementary offers courses described in Education Code 51210 and 51220 to all students	Garfield offers courses described in Education Code 51210
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 1%. (Most Recent Data from DataQuest)	Increase the reclassification rate for SY 2021-2022 to 5%
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 21.2% of (Most Recent Data from 2020 California Dashboard)	Increase the percentage of current English Language Learners making progress towward English Language Proficiency or maintaining the highest level for SY 2021-2022 to 23.3%

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

2.1 Centering Ethical and Cultural Leadership

a. Foster civic engagement and leadership through school and community partnerships.

b. Develop and apply critical media and information literacies at school and in the community.

c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring and community partnerships for students to explore a variety of career options.

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)
	Donations Utilize community partners such as SLED to continue to build programs in this area for 2.1 a and c
0	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of district coaches to provide professional development for teachers for 2.1 b

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 Fostering Multilingualism

a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, and provide access to the state Seal of Biliteracy for 5th Grade.

b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

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	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of ELD teachers on site to support LTEL and Newcomers for 2.2 a and b

Strategy/Activity 3

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

All Students

Strategy/Activity

2.3 Healthy Minds & Bodies

a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives by continuing to implement Community is Unity as a school-wide project focusing on PBIS, SEL, and Social Justice Standards.

b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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)

500	Unrestricted 4000-4999: Books And Supplies Materials and supplies to support the implementation of our School-wide Project Community is Unity for 2.3 a and b
0	District Funded 1000-1999: Certificated Personnel Salaries Utilize the services of district coaches, intervention teachers, contracted counselors and professional development services for 2.3 c

Strategy/Activity 4

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: 2020-21

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 by bringing in more community partners such as the Port of Oakland Science program.

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-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Goal 3

Garfield Elementary School Staff and district partners will meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Identified Need

Increase outtocmes for all students through actions and services that enhance community and public relations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	95% attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district porportionality of staff to student population of the four underrepresented groups African American = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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

3.1. Employee Relations

a. Cultivate support for Garfield Staff to deliver gold standard customer service that prioritizes positive relationships and proactivity.

b. Celebrate staff contributions to the District and School

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)
1000	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Provide professional development in this area to support 3.1 a

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

3.2. Talented and Diverse Workforce

a. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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	District Funded 1000-1999: Certificated Personnel Salaries Utilize district coaches and professioanal development services for 3.2 a

Annual Review

SPSA Year Reviewed: 2020-21

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.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

LEA/LCAP Goal

SLUSD 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 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.

Identified Need

Family and community involvement is an ongoing and important need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent engagement with African American, Latino, Special Education, and SED families.
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 102 Completed Parent Survey	Number of completed surveys of CA Healthy Kids Survey will increase by 10%.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Parents feel welcome to participate at this school = 91% Promotes Academic Success for all students = 92% A safe place for their children = 96%

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 Analyze, Audit, and Respond to Parent Needs

a. Systematize parent engagement analysis at the site level to respond to student needs at home and prepare for college and career choices.

b. Deliver outstanding, consistent translation services to our multilingual community.

c. Provide and participate in various engagement forums that provide feedback.

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)
2177	Unrestricted 5000-5999: Services And Other Operating Expenditures Centralized funding for translations services for 4.1 b

Strategy/Activity 2

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

English Learner Students - Multi-language learners

Strategy/Activity

4.2 Connecting Schools and Community Engagement

a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.

b. Build family leadership capacity and ensure a high standard of family engagement.

c. Provide informative, responsive school websites and communication.

d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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	District Funded 2000-2999: Classified Personnel Salaries Parent Facilitator to support familiy engagement

Annual Review

SPSA Year Reviewed: 2020-21

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 and we need families to be more engaged in the process.

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

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.

Identified Need

Garfield staff needs to ensure the appearance and maintenance of all our buildings is happening. All students need a safe and clean learning environment. We must ensure that all students have access to the technology and the internet.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 24 hours and average 2 day resolution
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of the fleet will be less than 5 years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase the percent of parents who strongly agree that SLUSD schools have clean, well maintained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD schools will be in good/exemplary condition

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

5.1 Strategic Maintenance

a. Continue to maintain and improve our facilities for future generations of students in conjunction with SLUSD.

b. Maintain our state-of-the-art technology infrastructure in conjunction with SLUSD.

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	District Funded 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 Access to Internet and Technology

a. Sustain the availability of personalized learning devices for students in conjunction with SLUSD.

b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus in conjunction with SLUSD.

c. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms in conjunction with SLUSD.

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	District Funded Centralized services to support programs at site.

Strategy/Activity 3

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)

Strategy/Activity 4

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: 2020-21

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 and hybrid learning.

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.

The inclusion on COVID 19 safety cleaning protocols were added and additonal staffing was provided for us to meet this goal.

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	$57,916.00

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	$21,563.00

Subtotal of additional federal funds included for this school: $21,563.00

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 ($)
District Funded	$0.00
LCFF - Supplemental	$21,640.00
Unrestricted	$14,713.00

Subtotal of state or local funds included for this school: $36,353.00

Total of federal, state, and/or local funds for this school: $57,916.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	23,340.00	1,777.00
Base	13,637	13,637.00
District Funded	1387	1,387.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	21,640.00
Title I	21,563.00
Unrestricted	14,713.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,980.00
2000-2999: Classified Personnel Salaries	18,583.00
4000-4999: Books And Supplies	17,036.00
5000-5999: Services And Other Operating Expenditures	2,177.00
5800: Professional/Consulting Services And Operating Expenditures	17,140.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00

1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	16,140.00
1000-1999: Certificated Personnel Salaries	Title I	2,980.00
2000-2999: Classified Personnel Salaries	Title I	18,583.00
4000-4999: Books And Supplies	Unrestricted	11,536.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	2,177.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,239.00
Goal 2	500.00
Goal 3	1,000.00
Goal 4	2,177.00
Goal 5	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
Lisa McNally	Classroom Teacher
Erin Tuomey	Classroom Teacher
Michelle Mejia-Sarate	Classroom Teacher
Denise Widgren	Other School Staff
Maresa Decena	Parent or Community Member
Fatima Mendoza	Parent or Community Member
Amanda Toro	Parent or Community Member
Meskerem Zawde	Parent or Community Member
Melissa Gonzalez	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 20, 2021.

Attested:



Principal, Lynda Hornada on May 20, 2021

SSC Chairperson, Fatima Mendoza on May 20, 2021

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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 Stude 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
Clear	☐ State Compensatory Education Advisory Committee
DocuSigned by: Melissa Gonzalez 39B250829B1D494... Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 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 scho goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2021 .

Attested:

Clear	Principal, Lynda Hornada on May 20, 2021
DocuSigned by: 51DED128F710459... Clear	SSC Chairperson, Fatima Mendoza on May 20, 2021