2023-2024

Garfield Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·
  • School Demographics
  • English Language Arts
  • Mathematics
  • English Learners
  • Culture/Climate Domain
  • SPSA Effectiveness

Accountability Measure I: Increase Achievement·
  • Core Programs (ELA, Writing, Math)
  • Interventions
  • Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development
  • Professional Development
  • Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances
  • School Budget for Categorical Programs
  • SSC Membership
  • ELAC Membership
  • ELAC Recommendations
  • Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:
Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.
Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.
Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.
Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:
1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:
1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis
ELA ALL STUDENTS i-Ready SBAC Exceeded: Mid/Above grade level 31% (162 students) 15%   (42 students) Met: Early on grade level 21% (110 students) 24%   (68 students)Nearly Met: 1 grade level below 31%   (162 students) 25%   (71 students)Not Met: 2+ grade level below 17%   (89 students) 36%   (102 students)ELA African American i-ReadySBACExceeded: Mid/Above grade level 31%   (11 students) 13%   (3 students)Met: Early on grade level 22%   (8 students 22%   (5 studentNearly Met: 1 grade level below 3%   (1 students) 39%   (9 students)Not Met: 2+ grade level below 11%   (4 students) 26%   (6 studentsKinder i-Ready SBACExceeded: Mid/Above grade level 45% (34 students) 36% (27 students)Met: Early on grade level 45% (34 students) 36 / 48%Nearly Met: 1 grade level below 9% (7 students) 7% (5 students)Not Met: 2+ grade level below 0 7% (5 students)First Grade i-ReadySBACExceeded: Mid/Above grade level 44% (34 students) 51% (40 students)Met: Early on grade level 12% (9 students) 21% (16 students)Nearly Met: 1 grade level below 45% (35 students) 14% (11 students)Not Met: 2+ grade level below 0 14% (11 students) Second Grade i-ReadySBACExceeded: Mid/Above grade level 33% (26 Students)42% (34 Students)Met: Early on grade level 29% (23 Students)18% (14 Students)Nearly Met: 1 grade level below 47% (37 Students)12% (10 Students)Not Met: 2+ grade level below 19% (15 Students)28% (23 Students) Third Grade i-ReadySBACExceeded: Mid/Above grade level 27%   (30 students)16%   (17 students)Met: Early on grade level 23%   (25 students) 16%   (17 students) Nearly Met: 1 grade level below 24% (26 students) 29%   (30 students) Not Met: 2+ grade level below 25%   (27 students) 38%   (40 students)   Fourth i-ReadySBACExceeded: Mid/Above grade level 27% (24 students) 15% (13 students) Met: Early on grade level 9% (8 students)   21% (18 students) Nearly Met: 1 grade level below 43% (38 students)   26% (22 students)Not Met: 2+ grade level below 20% (18 students)38% (32 students) Fifth Grade i-ReadySBACExceeded: Mid/Above grade level 18.6 % (19 Students) 13.95%   (14 Students) Met: Early on grade level 13.95%   (14 Students)   31.62%   (32 Students) Nearly Met: 1 grade level below 28.83%   (29 Students) 18.6%   (19 Students) Not Met: 2+ grade level below 26.04%   (26 Students) 27.9%   (28 Students)

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

By June 2024, students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results.

Action Plan:
*Literacy Teachers working with students that are one to two grade levels below.
*Tutoring for K-2 graders from an outside agency.
*Tutoring for 3-5 grades from site teachers
*Provide Quality Core Instruction grounded in the 6 Understandings (LTs, Rigorous Tasks, Collaborative Discussion, Formative Assessment Practices)
*Teach Foundational Reading Skills and monitor student application for mastery
*Administer and analyze Common Assessments to drive instructional decisions
*Differentiate instruction based on students' assessed needs (small group instruction, guided reading, groupings, in-class and out of class intervention, RTI practices)
*Teach ELD explicitly and integrate language production into learning targets
*Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop GL Action Plan for next Steps.

Progress Monitoring:
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:
*Filipino Student Achievement Data
*Homeless Student Achievement Data
*Student w/ Disabilities Student Achievement Data
*African American Student Achievement Data
*EL Student Achievement Data
*Patterns/Trends from Walkthrough Notes/Agendas
*QCI - Internal Learning Walk & Collaborative Data Days
*Grade Level Goal Meetings
*Edulastic Assessments

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Math ALL STUDENTS i-ReadySBACExceeded: Mid/Above grade level 21%   (109 students) 15%   (43 students) Met: Early on grade level 18%   (94 students) 16%   (45 students)Nearly Met: 1 grade level below 16%   (45 students) 32%   (91 students) Not Met: 2+ grade level below 14%   (73 students) 38%   (109 students) Math African American i-ReadySBACExceeded: Mid/Above grade level 0%   (0 students) 13%   (3 students)Met: Early on grade level 7%   (2 students) 26%   (6 students) Nearly Met: 1 grade level below 37%   (13 students)   35%   (8 students)Not Met: 2+ grade level below 57% (20 students) 26%   (6 students) First Grade i-Ready Exceeded: Mid/Above grade level 23% (30 Students) Met: Early on grade level 10% (13 Students) Nearly Met: 1 grade level below 65% (83 Students) Not Met: 2+ grade level below 1% (1 Student) Second Grade i-Ready Exceeded: Mid/Above grade level 11% (13 Students) Met: Early on grade level 17% (21 Students) Nearly Met: 1 grade level below 57% (70 Students) Not Met: 2+ grade level below 15% (18 Students) Third Grade (+5%) i-ReadySBACExceeded: Mid/Above grade level 20% (19 Students) 18% (18 Students)Met: Early on grade level 21%. (19 Students) 18% (18 Students)Nearly Met: 1 grade level below 46%. (43 Students) 36% (38 Students)Not Met: 2+ grade level below 14%.   (13 Students) 24% (26 Students) Fourth Grade (+9%) i-ReadySBACExceeded: Mid/Above grade level 18% (16 Students)13%. (11 Students) Met: Early on grade level 21% (18 students) 16% (14 Students) Nearly Met: 1 grade level below 30% (26 Students) 27% (23 Students) Not Met: 2+ grade level below 31%   (27 Students) 44% (38 Students) Fifth Grade (+19%) i-ReadySBACExceeded: Mid/Above grade level 16.74%   (17 Students) 12%   (12 Students) Met: Early on grade level 13.95%   (14 Students) 12%   (12 Students)Nearly Met: 1 grade level below 39.99%   (40 Students) 27.9%   (28 Students)Not Met: 2+ grade level below 12.19%   (12 Students) 40.92%   (41 Students)

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By June 2024, students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic and SBAC annual results.

Action Plan:
*   Provide Quality Core Instruction grounded in the 6 Understandings (LTs, Rigorous Tasks, Collaborative Discussion, Formative Assessment Practices)
*   Develop students' mathematical reasoning through the use of collaborative conversations (SMP 1 & 3)
*   Model mathematical thinking with the use of manipulatives and opportunities for students to use manipulatives to persevere through difficult problems using real life application (SMP 4 & 5)
*   Support students' mastery of basic facts and fluency with math procedures through the use of Number Talks and math fluency strategies (SMP 7 &8)
*   Use data from ST Math Puzzle Task to monitor student progress and to differentiate instruction based on students' assessed needs (small group instruction, extensions with ST Math)
*   Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop a GL Action Plan for next Steps.

Progress Monitoring:
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:
*Filipino Student Achievement Data
*Homeless Student Achievement Data
*Student w/ Disabilities Student Achievement Data
*African American Student Achievement Data
*EL Student Achievement Data
*QCI - Internal Learning Walk & Collaborative Data Days
*Grade Level Goal Meetings
*Edulastic Assessments

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis
ELA English Learners i-ReadySBACExceeded: Mid/Above grade level 38%   (109 students) 3%   (2 students)Met: Early on grade level   14%   (22 students) 14%   (11 students)Nearly Met: 1 grade level below 36%   (56 students) 36%   (56 students) Not Met: 2+ grade level below 30%   (46 students) 58%   (45 students) ELA Math i-ReadySBACExceeded: Mid/Above grade level 8%   (12 students)6%   (5 students) Met: Early on grade level 16%   (24 students) 7%   (6 students)Nearly Met: 1 grade level below 56%   (86 students) 33%   (27 students)Not Met: 2+ grade level below 20%   (31 students) 20%   (31 students) EL Redesignation 26%

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By June 2024, English Learners will achieve one year of academic growth in Listening, Speaking, and Reading ELD standards on iReady Diagnostic and ELPAC annual results.

Action Plan:
*   Provide Quality Core Instruction grounded in the 6 Understandings (ELD strategies including Collaborative Discussions, Phonics and Language Structures.)
*   Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop a

ELD GL Action Plan for next Steps.
* Use the Ellevation platform to provide students with small group designated ELD lessons
* Use thinking maps and Kagan Strategies to support Listening and Speaking standards
* New comers will receive additional reading and writing small group support from literacy teachers

Progress Monitoring:
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:
*Filipino Student Achievement Data
*Homeless Student Achievement Data
*Student w/ Disabilities Student Achievement Data
*African American Student Achievement Data
*EL Student Achievement Data
*Patterns/Trends from Walkthrough Notes/Agendas
*QCI - Internal Learning Walk & Collaborative Data Days
*Grade Level Goal Meetings
*Edulastic Assessments

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis
Climate & Culture SurveySupport for Academic Learning 100%Knowledge & Fairness of Discipline, Rules & Norms 94%Sense of Belonging 92% (+7%)Safety 90% (+32%) Overall Attendance Rate 93%Attendance AA Rate 92.2%Attendance ELL Rate 94.2%Attendance SPED Rate 91.5% Overall Chronic Absenteeism 21.2 %Chronic Absenteeism AA Rate 34%Chronic Absenteeism ELL Rate 19.8%Chronic Absenteeism SPED Rate 30.2%
Pulse Survey- Sense of Belonging All 76% (-2%) Black/AA 57% EL 75% Pulse - Sense of Identity All 76% (-2%) Black/AA 77% EL 77%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
All students will show a 5% increase in feeling a sense of identity, agency and belonging at school in all demographic groups. Create and maintain a safe and positive learning environment for all students implementing the framework from Harmony and PBIS. Progress monitoring through tracking decrease of office visit referrals. * Chronic Absenteeism will decrease by 3% compared to last year * Annual Average Daily Attendance (ADA) increase to 97%
All students will show a positive increase by 5% overall CORE Survey in the area of Growth Mindset and Self-Efficacy by June 2022.All students will show a positive increase in feeling a sense of identity, agency and belonging at school.Chronic Absenteeism will decrease by 2% compared to last yearAnnual Average Daily Attendance (ADA) increase to 97%

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**

| ELA | 1) By June 2023, students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results.

Action Plan:
*Literacy Teachers working with students that are two grade levels below.
*Tutoring for K-2 graders from an outside agency.
*Tutoring for 3-5 grades from site teachers
*Provide Quality Core Instruction grounded in the 6 Understandings (LTs, Rigorous Tasks, Collaborative Discussion, Formative Assessment Practices)
*Teach Foundational Reading Skills and monitor student application for mastery
*Administer and analyze Common Assessments to drive instructional decisions
*Differentiate instruction based on students' assessed needs (small group instruction, guided reading, groupings, in-class and out of class intervention, RTI | Goal Met | 65% of students met their growth goal.
Were able to implement interventions including Literacy Teacher support for students who were 1-2 years below grade level. | Two intervention teachers will provide support K-5.

New ELA coach for TK-2 grade levels will support teacher Quality Core Instructional practices by modeling lessons in classrooms and supporting teachers with Small Group Instruction and Tier 1-2 interventions. |

practices)
*Teach ELD explicitly and integrate language production into learning targets
*Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop GL Action Plan for next Steps.

Progress Monitoring:
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:
*Filipino Student Achievement Data
*Homeless Student Achievement Data
*Student w/ Disabilities Student Achievement Data
*African American Student Achievement Data
*EL Student Achievement Data
*Patterns/Trends from

	Walkthrough Notes/Agendas *QCI - Internal Learning Walk & Collaborative Data Days *Grade Level Goal Meetings *Edulastic Assessments			
Math	1) By June 2023, students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic and SBAC annual results. Action Plan: * Provide Quality Core Instruction grounded in the 6 Understandings (LTs, Rigorous Tasks, Collaborative Discussion, Formative Assessment Practices) * Develop students' mathematical reasoning through the use of collaborative conversations (SMP 1 & 3) * Model mathematical thinking with the use of manipulatives and opportunities for students to use manipulatives to persevere through difficult problems using real life application (SMP 4 & 5)	Goal Met	60% of students met their growth goal. Teachers participated in PD days used to analyze data and create GL goals.	New Math Coach for 3-5 grade levels will support teacher Quality Core Instructional practices by modeling lessons in classrooms and supporting teachers with plans for Tier 1-2 interventions.

* Support students' mastery of basic facts and fluency with math procedures through the use of Number Talks and math fluency strategies (SMP 7 &8) * Use data from ST Math Puzzle Task to monitor student progress and to differentiate instruction based on students' assessed needs (small group instruction, extensions with ST Math) * Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop a GL Action Plan for next Steps. Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: *Filipino Student Achievement Data *Homeless Student Achievement			

	Data *Student w/ Disabilities Student Achievement Data *African American Student Achievement Data *EL Student Achievement Data *QCI - Internal Learning Walk & Collaborative Data Days *Grade Level Goal Meetings *Edulastic Assessments			
English Learner	1) By June 2023, English Learners will achieve one year of academic growth in Listening, Speaking, and Reading ELD standards on iReady Diagnostic and ELPAC annual results. Action Plan: * Provide Quality Core Instruction grounded in the 6 Understandings (ELD strategies including Collaborative Discussions, Phonics and Language Structures.) * Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop a ELD GL Action Plan for next Steps. * Use the Ellevation platform to	Goal Partially or Not Met	Our English Learners did not meet one year growth on ELPAC. Focussed support on students who were eligible to RFEP. Language support for Newcomers with Literacy Teachers.	PD focussed on ELD strategies for vocabulary development and language patterns. ELD Training with Integrated lesson planning. Continue with language support for Newcomers with intervention teachers.

provide students with small group designated ELD lessons
* Use thinking maps and Kagan Strategies to support Listening and Speaking standards
* New comers will receive additional reading and writing small group support from literacy teachers

Progress Monitoring:
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:
*Filipino Student Achievement Data
*Homeless Student Achievement Data
*Student w/ Disabilities Student Achievement Data
*African American Student Achievement Data
*EL Student Achievement Data
*Patterns/Trends from Walkthrough Notes/Agendas
*QCI - Internal Learning Walk & Collaborative Data Days

	*Grade Level Goal Meetings *Edulastic Assessments			
Culture/Climate	1) Social Emotional Learning goal:All students will show a positive increase in feeling a sense of identity, agency and belonging at school.Culture/Climate goals: Chronic Absenteeism will decrease by 3% compared to last year.Annual Average Daily Attendance (ADA) increase to 97% compared to 88.8% last year. Create and maintain a safe and positive learning environment for all students implementing the framework from PBIS.	Goal Met	76% of students reported a high sense of belonging. Implementation of Wellness Lessons including Anti-Bullying assemblies. SEL lessons modeled by SEL TOSA.	Implementation of Wellness Lessons including Anti-Bullying assemblies. Scholar Assemblies focussing on Keys to Success. Harmony Goals and Lessons implemented in classrooms. SEL Harmony lessons modeled by SEL Facilitators.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
A College Aide will be hired to provide additional intervention services to our English Learners and select students who need additional math or reading interventions. The College Aide will provide classroom small group interventions as push-in support. The teacher will train the College Aide on specific reading or math skills and strategies and monitor student progress. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Purchase professional reading materials for classroom libraries, book studies, student planners, textbooks, instrucional supplies and materials to improve research based best practices in Math, ELA, Science and Instructional Strategies, and Assessments. This also include curriculum and tool kits for Social Emotional Learning. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Purchase additional classroom document cameras, printers, digital cameras, projectors, computers, chromebooks, printers, technology supplies and materials. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Garfield will provide family programs that will focus on learning reading and math strategies to support students with homework. We will purchase parent programs, materials, supplies, technology equipment, books, and training manual for conferences, workshops and family events. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Teachers will participate in collaborative planning of Math, ELA, Technology or SEL units and lessons, including aligning long-term and short term learning intentions and targets, implementation of formative assessment practices and peer observations, debriefing and coaching. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreational Aides will support student safety and social-emotional well being of students in the school learning environment thorugh supervision of the common areas. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
A school Health Assistant additional 4 hours weekly will serve Garfield students two days per week to address the health needs which negatively impact students' education. The health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase PBIS (Positive Interventions and Supports) staff professional development training sessions provided by the LACOE. PBIS provides a Multi-Tiered System of Support (MTSS) for school sites to organize evidence-based behavioral interventions into an integrated continuum that enhances academic, social emotional, and behavioral outcomes for all students. All Trainings are aligned to the SWPBIS Tiered Fidelity Inventory (TFI). (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Project Lead The Way (PLTW) is a STEM based curriculum tha inspires students to continue courses in Engineering and Technology using hands-on projects and research based resources. The teachers plan integrated STEM approach Engineering units of study from the PLTW teacher kits. There is an annual fee to pay for yearly lincenses and teacher access to the online Learning Managment System. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Purchase Explore Learning Reflex supplemental math program. This computer based program includes interactive math application games that support student fluency with math facts. The teachers plan math units of study and provide students with additional practice.. There is an annual fee to pay for yearly licenses and teacher access to the online Learning Management System and training. (SM 5)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
A school nurse will serve Garfield students three days per week to address the health needs which negatively impact students' education. The nurse and the health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. The nurse will participate in the SST process to determine how to mitigate any health issues that are affecting a student's progress at school. The nurse will provide parent and staff workshops on COVID health and safety, dental, vision and hygiene. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
A school counselor will plan and coordinate interventions designed to meet the needs of students with academic, social-emotional-behavioral and attendance difficulties that are affecting their ability to engage effectively in their learning environment. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2-Tier 3 interventions that meet students' specific social, emotional or behavioral needs. Teachers will be provided with substitute coverage so they can participate in the SST team meeting with the counselor and family of at-promise students to develop interventions. The expected outcomes of the counselor's work in these areas include increasing the engagement of targeted students with on-task learning in all classrooms and progress towards academic, attendance and behavior goals for students participating in Response to Intervention programs. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Interventions at Garfield will focus on Tier 2 programs that include an SEL TOSA to provide specialized support to students who are struggling to meet social emotional standards. Student data from staff referrals, SSTs, attendance records, parent referrals and SEL surveys will be used to provide an SEL TOSA model that include push-in or pull-out intervention groups to best meet student needs. The SEL TOSA will also work with teachers to provide Tier 1 support with activities and lesson plans that provide self-awareness and sense-of-belonging strategies. Progress monitoring will measure student progress towards grade level proficiency. Additional student interventions will also be considered for students demonstrating achievement deficits that create barriers to learning. The SEL TOSA will implement an integrated model of SEL using Stanford Harmony, Mindfulness, and STEP 2 and work with the counselor and psychologist and therapists to ensure growth in SEL standards. The SEL TOSA will work with the Literacy teachers to collaborate and develop best practices for Response To Interventions. The SEL TOSA will individualize a behavioral plan to facilitate the structure for the classroom and playground setting to support students working on SEL skills and goals. The SEL TOSA will work with peer teachers to push-in support and model lessons during whole group, small group, cooperative learning and independent learning activities. Students receiving services from the SEL TOSA will receive more frequent checks for understanding and immediate feedback to move learning forward. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We need to extend additional time for the bilingual IOA to provide customer services to our families. Our families need a lot of assitance with completing documentation, accessing online resources, enrollment, attendance support, scheduling of parent conferences, translations for parent conferences and in general assistance to resources provided by the site and district. The allocation for extended time will allow our school to provide necessary direct services to families in our community. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials

All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5 ELLevation iReady

• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
K-5 students who are below the target performance level in SEL and CASEL standards and need additional supports to reach expected performance levels. Culture-Climate Survey (Student-Staff)|40, SEL Survey|40, Core Curriculum|20	Interventions at Garfield will focus on Tier 2 programs that include an SEL Facilitator to provide specialized support to students who are struggling to meet social emotional standards. Student data from staff referrals, SSTs, attendance records, parent referrals and SEL surveys will be used to provide a push-in or pull-out intervention groups to best meet student needs. The SEL Facilitator will also work with teachers to provide Tier 1 support with activities and SEL curriculum lesson plans that provide self-awareness and	Identified At-Risk Students, English Learners, Other Targeted Students	Title 1 $85,379 Program Facilitator .5 FTE - Title 1 100%	08/15/2023 - 06/30/2024 Daily	SEL Facilitator Principal	Student data from staff referrals, SSTs, attendance records and behavioral plans. Culture-Climate Survey (Student-Staff)|40, SEL Survey| 40, Core Curriculum| 20

	sense-of-belonging strategies. Progress monitoring will measure student progress towards grade level proficiency. Additional student interventions will also be considered for students demonstrating achievement deficits that create barriers to learning. The SEL TOSA will implement an integrated model of SEL using Stanford Harmony, Mindfulness, and STEP 2 and work with the counselor and psychologist and therapists to ensure growth in SEL standards. The SEL TOSA will work with the Literacy teachers to collaborate and develop best practices for Response To Interventions. The SEL TOSA will					

	individualize a behavioral plan to facilitate the structure for the classroom and playground setting to support students working on SEL skills and goals. The SEL TOSA will work with peer teachers to push-in support and model lessons during whole group, small group, cooperative learning and independent learning activities. Students receiving services from the SEL TOSA will receive more frequent checks for understanding and immediate feedback to move learning forward.					

Students need additional language and math skills to access grade level content. Elementary Reading - FRSA|50, Elementary Math - Math Facts|50	A College Aide will be hired to provide additional intervention services to our English Learners and select students who need additional math or reading interventions. The College Aide will provide classroom small group interventions as push-in support. The teacher will train the College Aide on specific reading or math skills and strategies and monitor student progress.	All Students, English Learners, Low SES, Other Targeted Students	Title 1 $11,804 College Student Aide (1) for 625 hours annually - Title 1 100%	09/01/2023 - 06/20/2024 Daily	Principal IIC	Student progress montoring for attendance and accelerated learning. Elementary Reading - FRSA|50, Elementary Math - Math Facts|50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
Kindergarten orentattion Parent Vue workshop	Scholl of Choice parent information workshop Parent Vue workshop Parent support School of Choice application support	

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**

specialized support to students who are struggling to meet social emotional standards	at Garfield will focus on Tier 2 programs that include an SEL Facilitator	5 FTE Title 1 100%	08/15/2023 - 06/30/2024 weekly	SEL TOSA , School Counselor, School psychologist , Recreational aides, Classroom teachers	Office referral data is collected.
Number of office referrals for bullying, disrespect to persons or school property.	A school counselor will plan and coordinate interventions designed to meet the needs of students with academic, social-emotional-behavioral and attendance difficulties that are affecting their ability to engage effectively in their learning environment. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2-Tier 3 interventions that meet students' specific social, emotional or behavioral needs. Teachers will be provided with substitutes	Counselor .5 FTE Title 1 100%			Classroom teacher data collected and analyzied Pulse survey data analysis
	Recreational Aides will support student safety and social-emotional well being of students in the school learning environment thorugh supervision of the common areas. Hourly Recreation Aide	for 420 hours annually LCFF Rec 100%			

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
Students need positive Social Emotional skills to access their education. Some students need a school based interventions to develop learning behaviors. Attendance/Chronic Absenteeism Rate|10, Culture-Climate Survey (Student-Staff)|40, Core Curriculum|40	A school counselor will plan and coordinate interventions designed to meet the needs of students with academic, social-emotional-behavioral and attendance difficulties that are affecting their ability to engage effectively in their learning environment. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2-Tier 3 interventions that meet students' specific social, emotional or behavioral needs. Teachers will be provided with substitute coverage so they can participate in the SST team meeting with the counselor and family of at-promise	Title 1 $82,097 Counselor .5 FTE - Title 1 100%	08/15/2023 - 06/30/2024 Weekly	Counselor Principal	Student progress montoring for academic goals, attendance improvement and behavior improvement goals

	students to develop interventions. The expected outcomes of the counselor's work in these areas include increasing the engagement of targeted students with on-task learning in all classrooms and progress towards academic, attendance and behavior goals for students participating in Response to Intervention programs.				
Some students have barriers to learning such as excessive absences due to asthma, lack of adequate health care, COVID or unmet needs due to health issues and therefore are unable to fully engage in their learning. Attendance/Chronic Absenteeism Rate|10, Culture-Climate Survey (Student-Staff)|90	A school nurse will serve Garfield students three days per week to address the health needs which negatively impact students' education. The nurse and the health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. The nurse will participate in the SST process to determine how to mitigate any health issues that are affecting a student's progress at school. The nurse will provide parent and staff workshops on COVID health and safety, dental, vision and hygiene.	LCFF $41,597 Nurse Inspector .3 FTE - LCFF 100%	08/29/2023 - 06/30/2024 Weekly	Nurse Counselor	Attendance rates for students with a history of chronic absenteeism, attendance improvement plans, medical documentation, and SST intervention plans.

Some students have barriers to learning such as excessive absences due to asthma, lack of adequate health care, COVID or unmet needs due to health issues and therefore unable to fully engage in their learning. Culture-Climate Survey (Parent)|100	A school Health Assistant additional 4 hours weekly will serve Garfield students two days per week to address the health needs which negatively impact students' education. The health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced.	Title 1 $5,725 Senior Health Assistant .1 FTE - Title 1 100%	09/01/2023 - 06/20/2024 Weekly	Nurse Counselor	Attendance rates for students with a history of chronic absenteeism, attendance improvement plans, medical documents, and SST intervention plans.
CORE Survey data Culture-Climate Survey (Student-Staff)|80, Culture-Climate Survey (Parent)|20	Recreational Aides will support student safety and social-emotional well being of students in the school learning environment thorugh supervision of the common areas.	LCFF Rec $60,803 Hourly - Recreation Aide (8) for 420 hours annually - LCFF Rec 100%	08/30/2023 - 06/20/2024 Daily	Principal Office Supervisor	CORE Survey Results

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
CORE Survey Data Culture-Climate Survey (Parent)|20, Core Curriculum|80	We need to extend additional time for the bilingual IOA to provide customer services to our families. Our families need a lot of assitance with completing documentation, accessing online resources, enrollment, attendance support, scheduling of parent conferences, translations for parent conferences and in general assistance to resources provided by the site and district. The allocation for extended time will allow our school to provide necessary direct services to families in our community.	LCFF $22,593 Title 1 $22,593 Intermediate Office Assistant .5 FTE - LCFF 50%; Title 1 50%	08/15/2023 - 06/30/2024 Weekly	IOA Office Supervisor	CORE Survey Results

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	261705
Title I Parent and Family Involvement (3008)	4207

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	62440

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

<u>**Centralized Services**</u>

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Monica Alas	06-30-2024
Staff	Classroom Teacher	Carolyn Blocker	06-30-2024
Staff	Classroom Teacher	Karen Stinson	06-30-2024
Staff	Classroom Teacher	Amber Erberich	06-30-2025
Staff	Non Classroom Teacher	Sujey Jimenez	06-30-2025
Community	Parent	Jessica ███████	06-30-2024
Community	Parent	Charity ████████	06-30-2024
Community	Parent	Sally ████	06-30-2025
Community	Parent	Iris ████	06-30-2025
Community	Parent	Lupe ███	06-30-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Reina ▉▉▉
DELAC Representative	Parent of EL Student (required)	Ermicenda ▉▉▉
Principal or Designee	Staff Member (required)	Monica Alas
Secretary	Staff Member (required)	Elizabeth Alonso

Name	Representing
Araceli ▉▉▉	Parent of EL Student
Jeycer ▉▉▉	Parent of EL Student
Karla ▉▉▉	Parent of EL Student
Lidia ▉▉	Parent of EL Student
Reina ▉▉▉	Parent of EL Student
Yunior ▉	Parent of EL Student
Lupe ▉▉	Parent of Non-EL Student
Maria ▉▉▉	Parent of Non-EL Student
Melody ▉▉▉	Parent of Non-EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/01/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Offer Educational Programs for Families so that they can support students with English Learner skills such as: Provide workshops so parents know how to work with students at home Promote ELAC so parents of ELs can access EL resources and a better understanding of ELPAC English classes for adults More teachers/specialists to support Students with mastering ELD After-school homework support (30 minutes) Tutoring Programs for EL students to spend more time at school (similar to WRAP) Access to Chromebooks (digital support)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results EL Attendance Rates

5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023
6. What was SSC's response to ELAC recommendations?	College Aides are assigned to work with English Learners. Intervention Teachers work with select English Learners. Family Nights to include a focus on Reading and Math EL support at home. ELD Training and Planning time for Teachers so they can better support ELs. Continue to promote and recruit families to attend ELAC Meetings. Prioritize ELs for Tutoring opportunities Provide Families with Chromebooks as available.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/10/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/19/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/24/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

Garfield
All Students
N = 579

	Garfield	Elementary
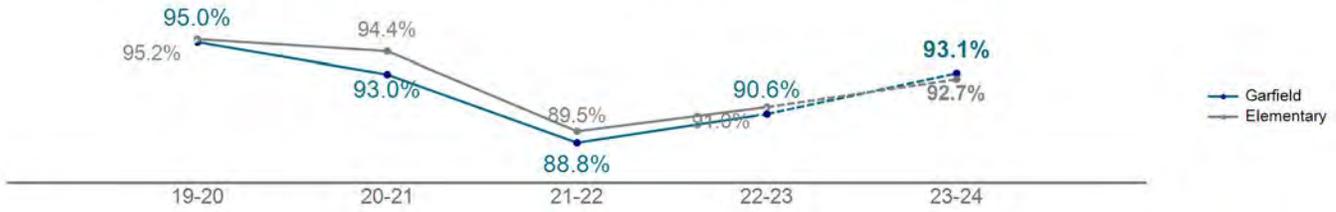
African American
N = 41
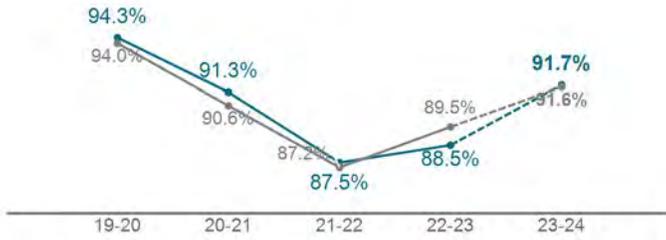
Asian
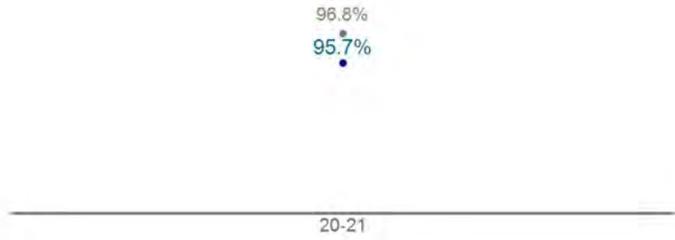
Filipino
N = 49
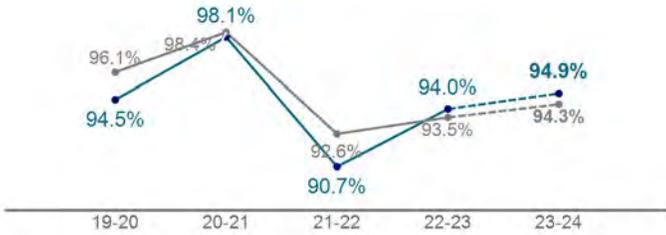
Hispanic
N = 452
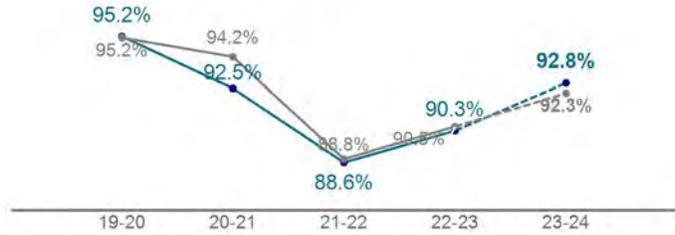
Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to
the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Report 1121
1/30/2024 2:05:27 PM

Attendance Rate

EL + RFEP
N = 204

95.8%
95.6%
94.6%
94.3%
89.5%
89.7%
91.5%
91.2%
92.8%
93.9%

19-20 20-21 21-22 22-23 23-24

Low SES
N = 569

95.0%
94.9%
94.3%
93.6%
88.4%
88.7%
90.3%
90.6%
92.1%
93.1%

19-20 20-21 21-22 22-23 23-24

English Learner
N = 191

95.1%
94.9%
93.6%
93.0%
88.7%
88.6%
90.8%
90.5%
92.4%
93.8%

19-20 20-21 21-22 22-23 23-24

Special Education
N = 69

94.0%
94.0%
92.2%
90.2%
87.3%
84.4%
89.1%
88.9%
91.1%
93.2%

19-20 20-21 21-22 22-23 23-24

Homeless or Foster Youth
N = 56

94.9%
93.9%
91.8%
91.1%
88.6%
87.4%
86.7%
89.0%
90.1%
91.7%

19-20 20-21 21-22 22-23 23-24

Female
N = 254

95.1%
95.3%
94.8%
93.4%
89.7%
89.5%
91.2%
90.9%
92.9%
93.7%

19-20 20-21 21-22 22-23 23-24

Male
N = 325

94.9%
95.1%
94.1%
92.6%
89.3%
88.1%
90.2%
90.7%
92.5%
92.6%

19-20 20-21 21-22 22-23 23-24

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Report 1121
1/30/2024 2:05:27 PM

Chronic Absence by Attendance Bands
School Data by Subgroup
Garfield 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category		# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
All Students	602	602	11 / 24 / 18 / 23 / 24	35.0%	31.2%	53.2%	32.2%
Grade	Gr. TK	31	23 / 35 / 23 / 16 / 3	58.1%	26.9%	80.6%	52.5%
	Gr. K	87	17 / 25 / 25 / 21 / 11	42.5%	37.0%	67.8%	43.8%
	Gr. 01	91	10 / 29 / 29 / 16 / 16	38.5%	35.6%	67.0%	35.2%
	Gr. 02	87	9 / 24 / 14 / 23 / 30	33.3%	36.8%	47.1%	29.4%
	Gr. 03	97	6 / 26 / 12 / 26 / 30	32.0%	28.8%	44.3%	27.7%
	Gr. 04	116	10 / 22 / 15 / 25 / 28	31.9%	27.7%	46.6%	27.1%
	Gr. 05	93	9 / 17 / 14 / 28 / 32	25.8%	24.5%	39.8%	25.6%
Ethnicity	African American	51	16 / 27 / 22 / 16 / 20	43.1%	30.2%	64.7%	41.6%
	Asian	19	11 / 16 / 32 / 42	10.5%	21.1%	26.3%	21.4%
	Cambodian	14	7 / 7 / 21 / 36 / 29	14.3%	25.0%	35.7%	24.5%
	Filipino	47	4 / 13 / 17 / 28 / 38	17.0%	10.9%	34.0%	18.9%
	Hispanic	467	11 / 26 / 18 / 22 / 22	37.3%	33.5%	55.2%	34.8%
	White	9	22 / 22 / 33 / 22	22.2%	45.5%	44.4%	18.3%
	Other	9	33 / 11 / 33 / 22	33.3%	25.0%	44.4%	27.7%
Gender	Female	266	9 / 27 / 18 / 20 / 27	35.7%	29.1%	53.4%	31.0%
	Male	336	12 / 22 / 18 / 25 / 22	34.5%	33.1%	53.0%	33.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 1/30/2024

Chronic Absence by Attendance Bands
School Data by Subgroup
Garfield 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

			Chart (bands)				
Special Populations	Low SES	578	10 25 18 22 24	35.1%	32.1%	53.5%	36.0%
	ELL	184	10 27 17 24 21	37.0%	33.7%	54.3%	34.6%
	RFEP	37	3 8 19 27 43	10.8%	15.4%	29.7%	17.5%
	EL + RFEP	221	9 24 18 25 25	32.6%	28.7%	50.2%	31.1%
	Special Ed.	69	13 26 17 25 19	39.1%	46.1%	56.5%	40.9%
	Spec Ed. Speech/RSP	47	4 26 17 28 26	29.8%	38.0%	46.8%	31.8%
	Homeless/Foster	53	17 42 15 13 13	58.5%	37.8%	73.6%	48.2%
	Foster	3	67 33	66.7%	0.0%	66.7%	48.6%
	Homeless	50	18 40 16 14 12	58.0%	39.5%	74.0%	48.2%
	GATE/Excel	74	4 9 12 28 46	13.5%	12.4%	25.7%	13.4%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Percent of Students in the Moderately or Severely Chronic Categories

Garfield
All Students
N = 563
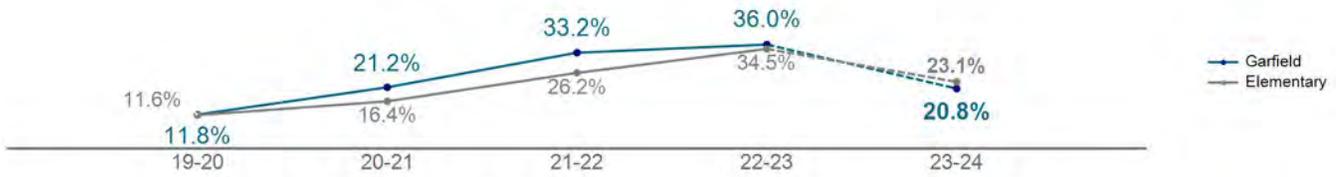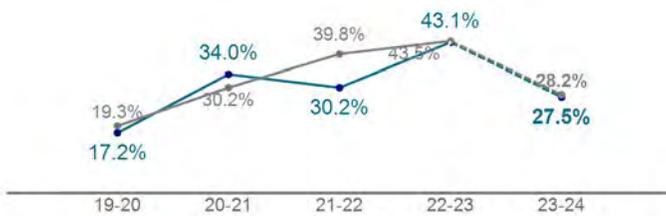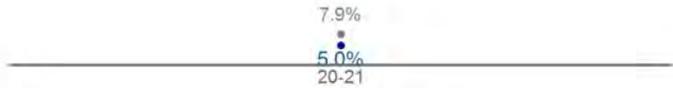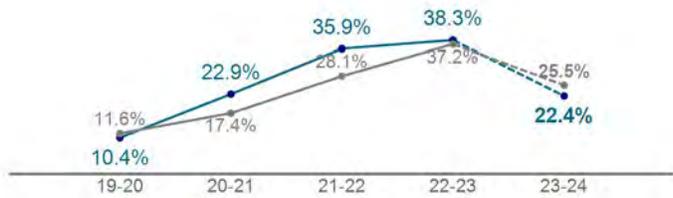
Legend: Garfield, Elementary

19-20	20-21	21-22	22-23	23-24
11.8%	21.2%	33.2%	36.0%	23.1%
11.6%	16.4%	26.2%	34.5%	20.8%

African American
N = 40

19-20	20-21	21-22	22-23	23-24
17.2%	34.0%	30.2%	43.1%	27.5%
19.3%	30.2%	39.8%	43.5%	28.2%

Asian

20-21
7.9%
5.0%

Filipino
N = 49

19-20	20-21	21-22	22-23	23-24
13.3%	5.4%	10.9%	19.1%	8.2%
6.6%	2.2%	9.9%	20.4%	16.6%

Hispanic
N = 438

19-20	20-21	21-22	22-23	23-24
10.4%	22.9%	35.9%	38.3%	25.5%
11.6%	17.4%	28.1%	37.2%	22.4%

Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Report 1019 | Report Code ATT06-5YR
1/30/2024 2:05:31 PM

Percent of Students in the Moderately or Severely Chronic Categories

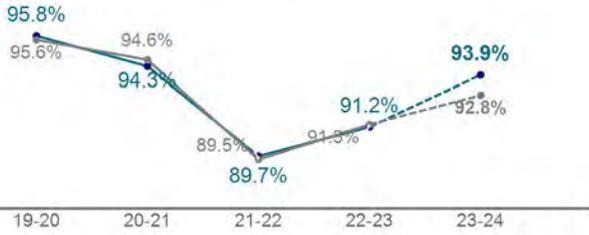**Native American**

Subgroup with fewer than 20 students.

Other
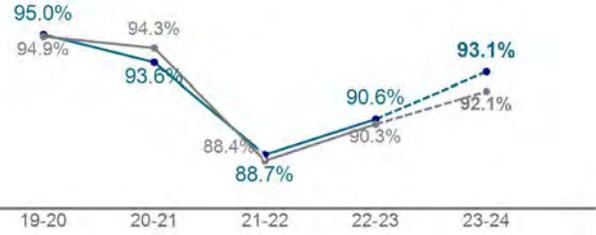
Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates
through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

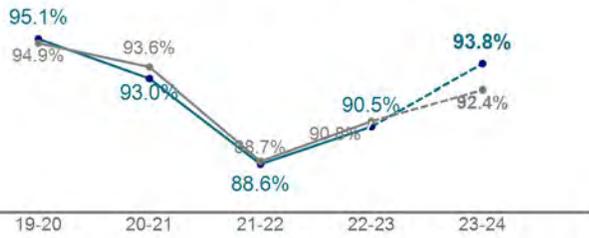Report 1019 | Report Code ATT06-5YR
1/30/2024 2:05:31 PM

Percent of Students in the Moderately
or Severely Chronic Categories

EL + RFEP
N = 199
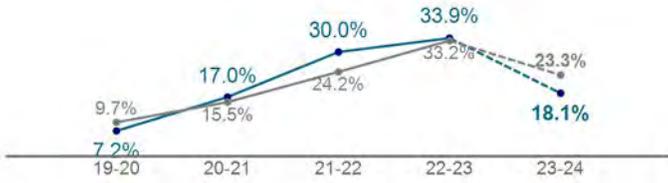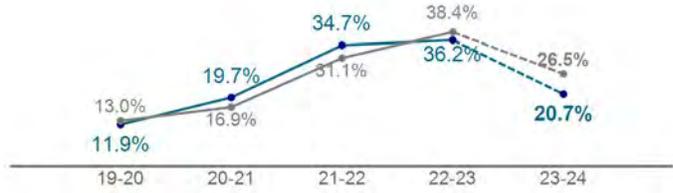
9.7% 7.2% 17.0% 15.5% 30.0% 24.2% 33.9% 33.2% 23.3% 18.1%

19-20 20-21 21-22 22-23 23-24

Low SES
N = 560

13.0% 11.9% 19.7% 16.9% 34.7% 31.1% 38.4% 36.2% 26.5% 20.7%

19-20 20-21 21-22 22-23 23-24

English Learner
N = 186

13.0% 11.7% 19.8% 18.5% 35.5% 27.2% 38.6% 36.8% 25.2% 18.8%

19-20 20-21 21-22 22-23 23-24

Special Education
N = 71

17.1% 15.0% 25.3% 23.1% 51.3% 32.7% 43.3% 39.1% 29.5% 16.9%

19-20 20-21 21-22 22-23 23-24
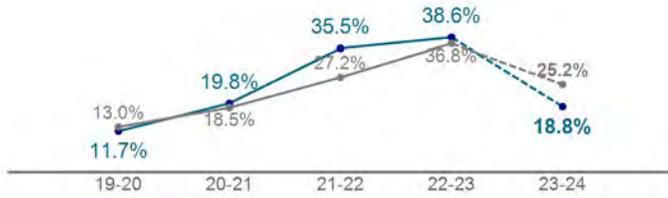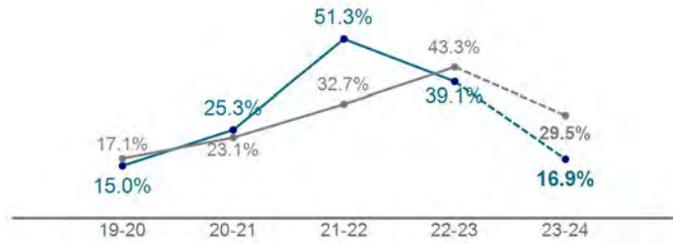
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 244

11.0% 11.6% 20.8% 15.8% 31.3% 25.6% 36.5% 33.5% 22.4% 18.4%

19-20 20-21 21-22 22-23 23-24

Male
N = 319

12.1% 11.9% 21.6% 16.9% 35.0% 26.8% 35.7% 35.5% 23.8% 22.6%

19-20 20-21 21-22 22-23 23-24

N's are from the current year. Attendance during the 19-20 school year only includes dates
through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
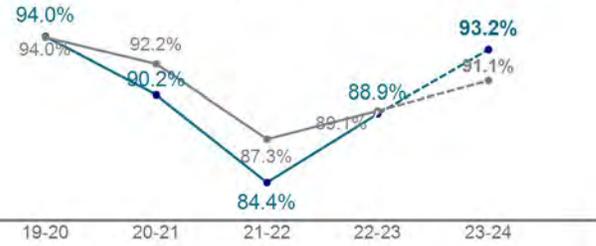Subgroups under 20 students are not included.

Report 1019 | Report Code ATT06-5YR
1/30/2024 2:05:31 PM

SBAC ELA 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	285	285	56%	38	18	25	19	44%	↑4		↑13
		All Elementary	52%	31	21	23	25	48%	↑1		↑5
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 03	90	57%	39	18	22	21	43%	↑11		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	106	64%	47	17	20	16	36%	↓-		↑9
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	89	47%	27	20	34	19	53%	↑3		↑18
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑7
Ethnicity	Hispanic	225	61%	41	20	25	14	39%	↑4		↑11
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	25	56%	40	16	24	20	44%	↑9		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑5
		District	67%	42	25	21	12	33%	↓-		↓1
	Filipino	23	39%	30	9	26	35	61%	↓4		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑1
	White	5*	20%		20	20	60	80%	↑30		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑3
		District	26%	11	15	30	44	74%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
Ethnicity	Asian	4*	0%			50	50 100%	↑33		-
		All Elementary	38%	19	19	23	39 62%	↑1		↑6
		District	34%	17	18	30	36 66%	↑-		↑1
	Other	3*	0%				100 100%	-		-
		All Elementary	30%	17	13	26	45 70%	↑2		↑5
		District	33%	16	17	29	38 67%	↑1		↓-
	Cambodian	2*	0%				100 100%	-		-
		All Elementary	40%	20	19	27	33 60%	↑1		↑7
		District	39%	19	20	32	29 61%	↑1		↑3
Gender	Female	119	48%	31	17	29	24 52%	↑5		↑15
		All Elementary	49%	27	21	24	28 51%	↑1		↑5
		District	47%	25	22	28	24 53%	↓-		↓1
	Male	166	63%	43	19	22	15 37%	↑6		↑12
		All Elementary	55%	34	21	21	23 45%	↑1		↑6
		District	56%	33	23	25	19 44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22 60%	↑6		↓6
		All Elementary*	50%	13	38	38	13 50%	↑25		-
Special Populations	EL + RFEP	108	68%	49	19	19	13 32%	↑1		↑10
		All Elementary	67%	43	24	20	14 33%	↓-		↑6
		District	64%	38	26	24	12 36%	↓1		↓1
	ELL	75	81%	61	20	16	3 19%	↑4		↑4
		All Elementary	80%	54	26	15	5 20%	↑5		↑5
		District	86%	60	25	11	3 14%	↑4		↑2
	RFEP	33	36%	21	15	27	36 64%	↑11		↑19

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	RFEP	All Elementary	29%	11	18	33	38	71%	↑9		↑8
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	1*	100%	100				0%	-		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑4
	GATE/Excel	61	5%		5	38	57	95%	↑13		↑6
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	32	81%	50	31	13	6	19%	↓-		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑8
		District	64%	40	24	24	12	36%	↓1		-
	Homeless/Foster	33	82%	52	30	12	6	18%	↓-		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑7
		District	65%	41	24	23	12	35%	↓1		↓-
	Low SES	279	57%	38	19	24	19	43%	↑6		↑13
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	28	75%	61	14	21	4	25%	↓1		-
		All Elementary	81%	64	17	10	9	19%	↑2		↑3
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	28	75%	61	14	21	4	25%	↓1		-
		All Elementary	77%	57	19	13	11	23%	↑2		↑3
		District	79%	56	23	14	7	21%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
All Students	286	286	70%	37	33	17	13	30%	↑-		↓3
		All Elementary	60%	33	27	22	18	40%	↑2		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 03	91	62%	36	25	19	20	38%	↑3		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	106	73%	41	32	16	11	27%	↓1		↓3
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	89	74%	33	42	18	8	26%	↑-		↓2
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	227	73%	38	35	18	10	27%	↑2		↓2
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	25	76%	56	20	20	4	24%	↓15		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Filipino	23	61%	17	43	9	30	39%	↓13		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓6
	White	4*	0%			50	50	100%	↑50		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	Asian	4*	25%	25		25	50	75%	↓8		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Other	3*	0%				100	100%	↑33		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	Cambodian	2*	0%				100	100%	-		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
Gender	Female	120	69%	35	34	18	13	31%	↑-		↓4
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	166	70%	38	32	17	13	30%	↑-		↓2
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓2
Special Populations	EL + RFEP	110	79%	47	32	13	8	21%	↑2		↑3
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	77	87%	60	27	9	4	13%	↑1		↑2
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	33	61%	18	42	21	18	39%	↑11		↑6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level	2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded			
Special Populations	RFEP	All Elementary	43% 16 27 28 29 57%	↑10		↓1
		District	66% 36 30 20 14 34%	↑1		↓9
	Foster	1*	100% 100 0%	-		-
		All Elementary	80% 53 26 19 2 20%	↑5		-
		District	85% 62 23 13 2 15%	↑2		↓3
	GATE/Excel	61	30% 2 28 26 44 70%	↓3		↓30
		All Elementary	16% 3 13 27 57 84%	↑2		↓8
		District	26% 8 18 28 47 74%	↑2		↓9
	Homeless	34	82% 44 38 9 9 18%	↓8		-
		All Elementary	72% 44 27 18 11 28%	↑2		↑1
		District	78% 52 26 14 8 22%	↑-		↓4
	Homeless/Foster	35	83% 46 37 9 9 17%	↓8		-
		All Elementary	72% 45 27 18 10 28%	↑2		↑1
		District	79% 53 25 14 7 21%	↑1		↓4
	Low SES	279	70% 37 33 17 13 30%	↑2		↓3
		All Elementary	68% 39 29 20 12 32%	↑3		↓1
		District	73% 46 27 17 11 27%	↑2		↓5
	Special Ed.	28	93% 71 21 7 7%	↓4		-
		All Elementary	82% 63 20 10 8 18%	↑3		↓-
		District	88% 72 16 8 5 12%	↑2		↓1
	Spec Ed. Speech/RSP	28	93% 71 21 7 7%	↓4		-
		All Elementary	78% 55 23 12 10 22%	↑3		↓-
		District	84% 64 20 10 6 16%	↑2		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	88	88	78%	14	65	15	7	22%	↑2		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	74%	17	57	18	8	26%	↑1		-
Grade	Gr. 05	88	78%	14	65	15	7	22%	↑2		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	70%	16	54	20	10	30%	↑1		-
Ethnicity	Hispanic	72	81%	14	67	13	7	19%	↑4		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	9*	78%	11	67	22		22%	↑22		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Filipino	5*	60%	20	40	40		40%	↑2		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
	Asian	1*	100%	100				0%	↓67		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Other	1*	0%				100	100%	↑100		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
Gender	Female	43	74%	9	65	19	7	26%	↑5		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Garfield

Category		Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
Gender	Male	45	82%	18	64	11 7	18%	↑1		-
		All Elementary	69%	17	52	21 10	31%	↑-		-
		District	74%	19	55	18 8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29 14	43%	↑43		-
		District	68%	18	50	14 18	32%	↑11		-
Special Populations	EL + RFEP	41	80%	20	61	12 7	20%	↑10		-
		All Elementary	82%	22	61	14 4	18%	↑-		-
		District	84%	21	63	13 3	16%	↑1		-
	ELL	16*	94%	31	63	6	6%	↑6		-
		All Elementary	97%	32	65	3	3%	↑-		-
		District	98%	40	58	2	2%	↑-		-
	RFEP	25	72%	12	60	16 12	28%	↑11		-
		All Elementary	61%	7	55	30 9	39%	↑9		-
		District	75%	10	66	20 5	25%	↑3		-
	Foster	1*	100%	100			0%	-		-
		All Elementary	81%	30	51	11 8	19%	↑1		-
		District	88%	31	58	8 4	12%	↓3		-
	GATE/Excel	23	48%	48		30 22	52%	↑7		-
		All Elementary	32%	1	31	36 32	68%	↑-		-
		District	43%	3	41	34 23	57%	↓2		-
	Homeless	10*	90%	20	70	10	10%	↑10		-
		All Elementary	83%	20	63	13 4	17%	↑1		-
		District	86%	24	62	10 3	14%	↓1		-
	Homeless/Foster	11*	91%	27	64	9	9%	↑9		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Garfield

Category	Tested		Percent by Achievement Level							2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
Special Populations	Homeless/Foster	All Elementary	83%	21	62	13	4		17%	↑1		-
		District	87%	25	62	10	3		13%	↓1		-
	Low SES	86	79%	14	65	14	7		21%	↑9		-
		All Elementary	77%	18	59	17	6		23%	↑2		-
		District	81%	20	61	15	4		19%	↑2		-
	Special Ed.	7*	100%	43	57				0%	-		-
		All Elementary	89%	44	46	7	4		11%	↑3		-
		District	93%	47	46	5	2		7%	↑1		-
	Spec Ed. Speech/RSP	7*	100%	43	57				0%	-		-
		All Elementary	86%	34	52	9	5		14%	↑4		-
		District	90%	37	53	7	3		10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target — Declined / Below Target / Above Target / Accelerated*
ELA	All Students	184	184	53	22 / 22 / 21 / 35
			All ES	49	22 / 22 / 24 / 32
			District	25	34 / 15 / 16 / 34
	Grade	Gr. 04 (Minimum Growth Target: 44)	100	44	29 / 24 / 17 / 30
			All ES	50	21 / 24 / 27 / 28
			District	48	22 / 24 / 27 / 27
		Gr. 05 (Minimum Growth Target: 35)	84	64	14 / 19 / 26 / 40
			All ES	49	22 / 20 / 22 / 36
			District	48	22 / 20 / 22 / 36
	Ethnicity	Hispanic	148	51	24 / 18 / 24 / 34
			All ES	48	23 / 22 / 24 / 31
			District	24	35 / 15 / 16 / 34
		African American	18^	-	17 / 39 / 6 / 39
			All ES	50	22 / 22 / 22 / 34
			District	24	36 / 16 / 15 / 33
		Filipino	13^	-	15 / 38 / 23 / 23
			All ES	49	21 / 21 / 24 / 34
			District	29	32 / 14 / 16 / 37
		Asian	3^	-	33 / 67
			All ES	53	21 / 23 / 23 / 34
			District	33	30 / 16 / 16 / 38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

1/30/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target — Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Cambodian	1^	-	100 / 0
			All ES	53	20 / 22 / 25 / 33
			District	33	30 / 16 / 17 / 37
		Other	1^	-	100
			All ES	50	19 / 23 / 27 / 31
			District	29	32 / 16 / 17 / 35
		White	1^	-	100
			All ES	52	19 / 22 / 27 / 33
			District	26	33 / 16 / 16 / 35
	Gender	Female	81	51	21 / 25 / 21 / 33
			All ES	49	21 / 22 / 25 / 32
			District	27	34 / 15 / 16 / 34
		Male	103	54	23 / 19 / 21 / 36
			All ES	48	22 / 22 / 24 / 32
			District	24	35 / 15 / 16 / 34
		Nonbinary	All ES^	75	17 / 17 / 33 / 33
			District	21	33 / 15 / 8 / 44
	Special Populations	EL + RFEP	83	57	24 / 17 / 18 / 41
			All ES	50	24 / 21 / 23 / 33
			District	24	36 / 13 / 15 / 36
		ELL	52	48	31 / 15 / 19 / 35

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

1/30/24

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target		
		N		Declined	Below Target	Above Target	Accelerated*
ELA	Special Populations	ELL	All ES	48	24	21	23	32
			District	31	31	16	18	35
		RFEP	31	72	13	19	16	52
			All ES	51	22	21	23	34
			District	19	39	12	14	36
		Foster	1^	-	100			0
			All ES	42	25	10	31	33
			District	21	40	12	20	29
		GATE/Excel	47	53	21	26	19	34
			All ES	47	21	22	27	30
			District	25	34	15	18	33
		Homeless	21	-	19	24	14	43
			All ES	52	21	21	25	34
			District	26	33	16	17	34
		Homeless/Foster	22	-	23	23	14	41
			All ES	51	21	20	25	34
			District	25	34	16	17	33
		Low SES	182	52	23	22	21	34
			All ES	49	22	22	24	32
			District	25	35	15	16	34
		Special Ed.	16^	-	31	31	25	13

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
ELA	Special Populations	Special Ed.	All ES	42	27	20	23	31
			District	25	35	15	15	35
			16^	-	31	31	25	13
		Spec Ed. Speech/RSP	All ES	46	24	21	24	31
			District	26	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

1/30/24

Category			N	Average Scale Score Change from Prior Year to This Year	Declined	Below Target	Above Target	Accelerated*
Math	**All Students**	186	186	35	29	30	20	21
			All ES	38	23	28	28	20
			District	16	38	19	18	24
	Grade	Gr. 04 (Minimum Growth Target: 42)	101	21	34	38	20	9
			All ES	44	18	29	31	22
			District	44	18	29	31	21
		Gr. 05 (Minimum Growth Target: 39)	85	52	24	21	20	35
			All ES	32	28	27	26	19
			District	31	28	27	26	19
	Ethnicity	Hispanic	151	38	28	30	19	23
			All ES	38	23	28	28	21
			District	15	39	19	18	24
		African American	17^	-	41	29	12	18
			All ES	35	26	27	28	20
			District	14	40	19	17	24
		Filipino	13^	-	31	23	31	15
			All ES	37	24	27	29	20
			District	22	36	17	22	26
		Asian	3^	-		33	67	0
			All ES	43	21	26	30	23
			District	19	36	19	20	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

Average Scale Score Change from Prior Year to This Year

Percent of Students Change in Scale (Comparing prior year's scale score to this year)

Growth Target: **Declined** **Below Target** **Above Target** **Accelerated***

Category			N	Avg Scale Score Change	Declined	Below Target	Above Target	Accelerated*
Math								
Ethnicity	Cambodian		1^	-			100	0
		All ES	43		21	26	31	22
		District	19		36	19	20	25
	Other		1^	-	100			0
		All ES	41		21	29	29	21
		District	22		34	22	19	26
	White		1^	-		100		0
		All ES	36		22	33	28	18
		District	18		34	22	19	24
Gender	Female		83	31	31	27	28	14
		All ES	38		23	28	29	20
		District	16		38	19	19	24
	Male		103	39	27	33	14	26
		All ES	38		24	28	27	21
		District	16		38	20	18	25
	Nonbinary	All ES^	48			33	50	17
		District	5		38	20	18	25
Special Populations	EL + RFEP		86	48	24	29	14	33
		All ES	41		23	26	28	23
		District	11		41	18	17	24
	ELL		55	38	25	40	11	24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	ELL	All ES	40		23	25	29	23
			District	22		35	19	19	26
		RFEP	31	68	23	10	19	48
			All ES	42		24	27	26	23
			District	6		46	17	15	23
		Foster	1^	-			100	
			All ES	34		24	26	33	17
			District	19		39	16	19	25
		GATE/Excel	46	14	46	24	20	11
			All ES	35		24	30	28	18
			District	19		35	21	20	25
		Homeless	22	-	36	32	9	23
			All ES	38		26	27	26	21
			District	13		40	19	17	24
		Homeless/Foster	23	-	35	30	9	26
			All ES	38		26	27	26	21
			District	13		40	19	17	24
		Low SES	184	35	29	30	20	21
			All ES	38		24	28	28	21
			District	15		39	19	18	24
		Special Ed.	16^	-	25	19	38	19

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

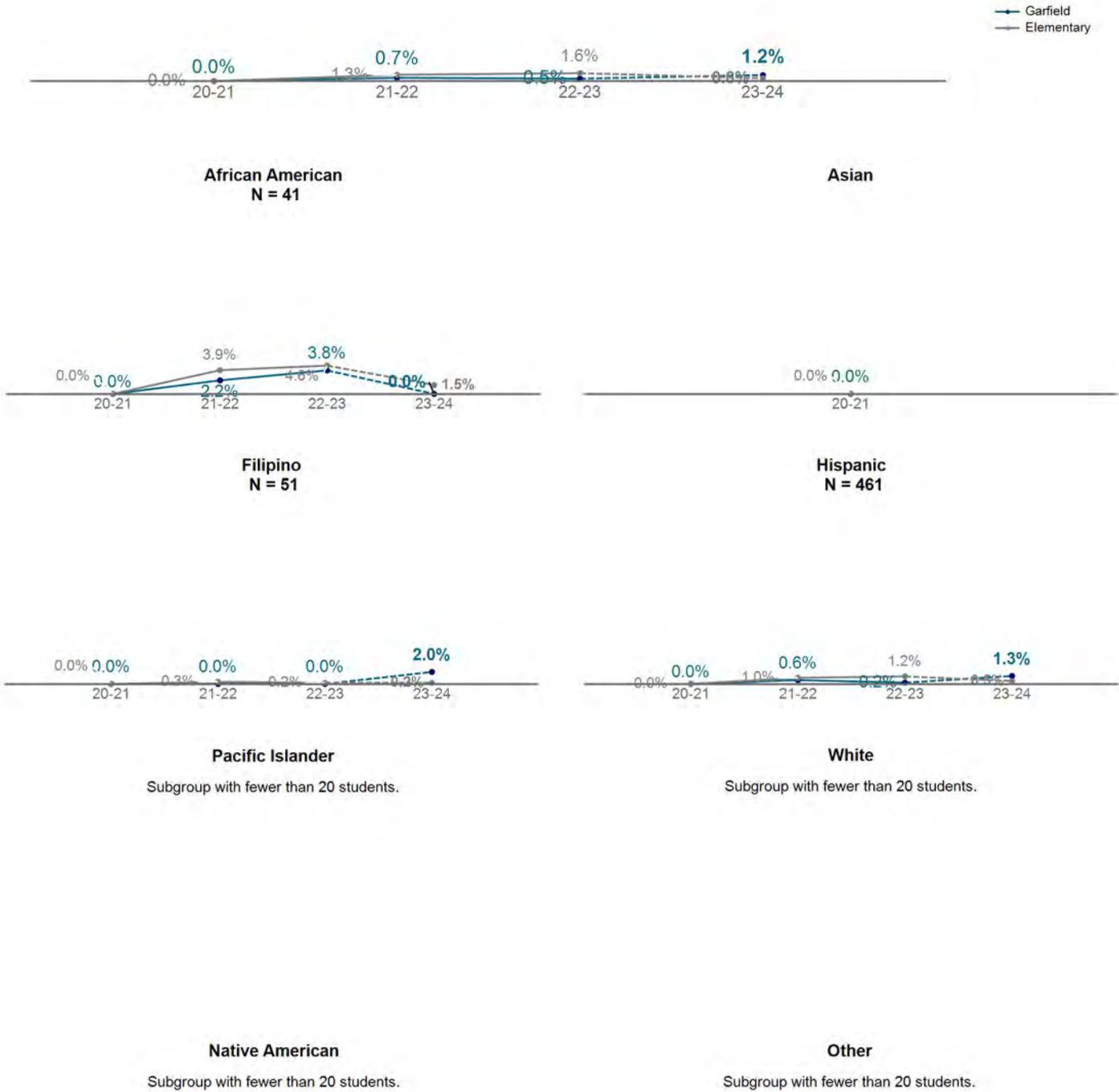Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Garfield

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	Special Ed.	All ES	37	26	25	25	24
			District	20	36	19	16	29
			16^	-	25	19	38	19
		Spec Ed. Speech/RSP	All ES	40	24	26	26	24
			District	21	36	19	17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

Garfield

22-23

Students by Subgroup Categorizied by 1 or more than 1 incident

Category	subgroup	# Students	Percent by Category
All Students	All	16	44 / 56
Grade	Gr. 02	1	100
	Gr. 03	3	67 / 33
	Gr. 04	12	33 / 67
Ethnicity	African American	6	33 / 67
	Hispanic	9	56 / 44
	White	1	100
Gender	Female	4	100
	Male	12	58 / 42
Special Populations	EL + RFEP	4	25 / 75
	ELL	4	25 / 75
	GATE/Excel	2	100
	Homeless	1	100
	Low SES	16	44 / 56
	Spec Ed. Speech/RSP	2	50 / 50
	Special Ed.	3	67 / 33

Report Name:Attendance - Students_by_Number_of_Incidents_Subgroup - ARC Report #1172 |
Report Code ATT02-MO

Suspension Rate

Garfield
All Students
N = 590

0.0% 0.0%   0.7%   1.6%   1.2%
        1.3%   0.5%   0.8%
0.0%
20-21   21-22   22-23   23-24

African American
N = 41

Asian

3.9%   3.8%
0.0% 0.0%   4.6%   0.0% 1.5%
        2.2%
20-21   21-22   22-23   23-24

0.0% 0.0%
20-21

Filipino
N = 51

Hispanic
N = 461

0.0% 0.0%   0.0%   0.0%   2.0%
        0.3%   0.3%   0.0%
20-21   21-22   22-23   23-24

0.0%   0.6%   1.2%   1.3%
        1.0%   0.2%
0.0%
20-21   21-22   22-23   23-24

Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

1/30/2024 2:05:44 PM

Suspension Rate

EL + RFEP
N = 211
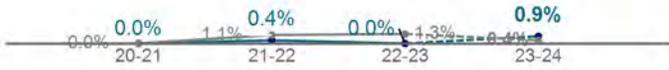
Low SES
N = 578
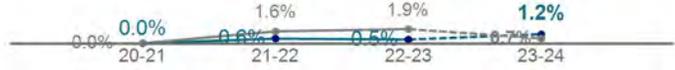
English Learner
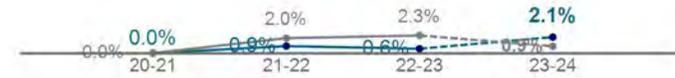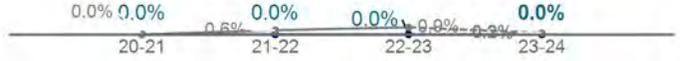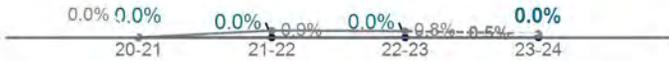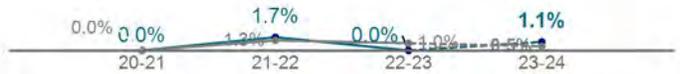N = 198

Special Education
N = 71

Homeless or Foster Youth
N = 59

Female
N = 258

Male
N = 332

Suspension Rate

Gr. K
N = 71

0.0% 0.0% 0.0% 0.0% 0.0%
0.2%   0.5%   0.1%
20-21   21-22   22-23   23-24

Gr. 01
N = 95

0.0% 0.0% 0.0% 0.0% 0.0%
0.6%   0.0% 0.3%
20-21   21-22   22-23   23-24

Gr. 02
N = 89

0.0% 0.0% 0.0% 0.0% 0.0%
0.9%   0.8% 0.5%
20-21   21-22   22-23   23-24

Gr. 03
N = 89

0.0% 0.0% 1.7% 0.0% 1.1%
1.3%   1.0% 0.5%
20-21   21-22   22-23   23-24

Gr. 04
N = 97

2.1% 2.5% 3.1%
0.0% 0.0% 1.0% 2.1% 1.0%
20-21   21-22   22-23   23-24

Gr. 05
N = 108

2.5% 4.1% 2.8%
0.0% 0.0% 1.0% 0.0% 1.2%
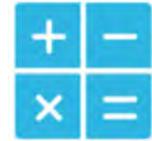20-21   21-22   22-23   23-24

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.
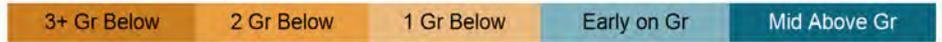
1/30/2024 2:05:44 PM

i-Ready Math Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 1

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	**All Students**	All	1	79	19 / 78 / 3
			2	80	9 / 76 / 11 / 4
			3	82	4 / 51 / 15 / 30
	Teacher	Flores, R	1	27	26 / 70 / 4
			2	26	12 / 77 / 12
			3	28	61 / 11 / 29
		Gonzalez, B	1	25	28 / 72
			2	25	12 / 84 / 4
			3	27	7 / 52 / 19 / 22
		Miles, J	1	27	4 / 93 / 4
			2	28	4 / 68 / 18 / 11
			3	28	4 / 43 / 14 / 39
	Ethnicity	African American	1	4	25 / 75
			2	5	100
			3	5	80 / 20
		Asian	1	5	20 / 80
			2	5	20 / 80
			3	5	40 / 40 / 20
		Filipino	1	4	75 / 25
			2	4	50 / 25 / 25
			3	4	25 / 75
		Hispanic	1	65	20 / 78 / 2
			2	65	9 / 75 / 12 / 3
			3	67	4 / 54 / 12 / 30
		White	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	37	19 / 81
			2	38	16 / 76 / 8
			3	41	7 / 54 / 17 / 22
		Male	1	42	19 / 76 / 5
			2	42	2 / 76 / 14 / 7
			3	41	49 / 12 / 39

i-Ready Math Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 1
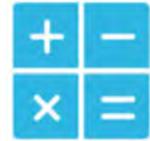
Legend
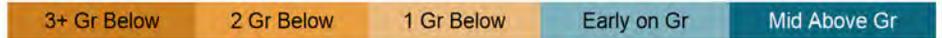
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

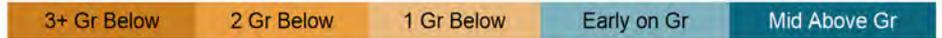| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	**Special Populations**	Low SES	1	74	16 / 81 / 3
		Low SES	2	77	8 / 77 / 12 / 4
		Low SES	3	78	4 / 51 / 15 / 29
		ELL	1	24	38 / 63
		ELL	2	24	21 / 75 / 4
		ELL	3	25	8 / 56 / 16 / 20
		RFEP	1	1	100
		RFEP	2	1	100
		RFEP	3	1	100
		EL + RFEP	1	25	36 / 60 / 4
		EL + RFEP	2	25	20 / 72 / 8
		EL + RFEP	3	26	8 / 54 / 15 / 23
		Special Ed.	1	7	14 / 86
		Special Ed.	2	7	71 / 29
		Special Ed.	3	7	43 / 14 / 43
		Spec Ed. Speech/RSP	1	7	14 / 86
		Spec Ed. Speech/RSP	2	7	71 / 29
		Spec Ed. Speech/RSP	3	7	43 / 14 / 43
		Homeless	1	6	100
		Homeless	2	6	17 / 83
		Homeless	3	9	22 / 56 / 11 / 11

i-Ready Math Overall Relative Placement
## School Data by Subgroup
Garfield 2022-2023 Grade 2
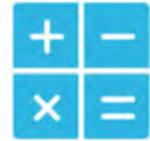
Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

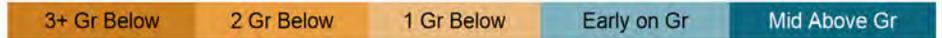| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	82	41 / 55 / 2
			2	78	18 / 68 / 5 / 9
			3	79	10 / 54 / 22 / 14
	Teacher	Lee, T	1	28	43 / 50 / 4 / 4
			2	28	29 / 54 / 4 / 14
			3	28	11 / 50 / 14 / 25
		Martinez, A	1	25	40 / 60
			2	25	12 / 80 / 4 / 4
			3	26	12 / 50 / 31 / 8
		Savella, L	1	25	44 / 52 / 4
			2	25	12 / 72 / 8 / 8
			3	26	8 / 65 / 19 / 8
	Ethnicity	African American	1	3	33 / 67
			2	3	33 / 67
			3	4	50 / 50
		Asian	1	3	67 / 33
			2	3	67 / 33
			3	3	67 / 33
		Filipino	1	9	89 / 11
			2	9	44 / 33 / 22
			3	9	44 / 56
		Hispanic	1	65	48 / 51 / 2
			2	61	21 / 70 / 2 / 7
			3	61	10 / 67 / 16 / 7
		Other	1	2	100
			2	2	100
			3	2	50 / 50
	Gender	Female	1	39	46 / 54
			2	37	22 / 65 / 8 / 5
			3	38	16 / 50 / 26 / 8
		Male	1	43	37 / 56 / 5 / 2
			2	41	15 / 71 / 2 / 12
			3	41	5 / 59 / 17 / 20

i-Ready Math Overall Relative Placement
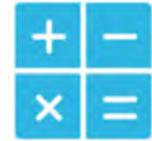## School Data by Subgroup
Garfield 2022-2023 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
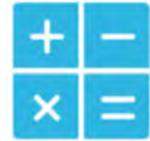
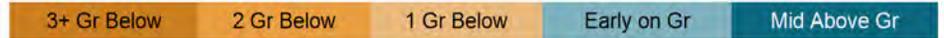| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	80	43 / 54 / 3
			2	78	18 / 68 / 5 / 9
			3	79	10 / 54 / 22 / 14
		ELL	1	32	56 / 44
			2	31	29 / 68 / 3
			3	31	6 / 77 / 13 / 3
		RFEP	1	3	100
			2	3	33 / 67
			3	3	33 / 67
		EL + RFEP	1	35	51 / 49
			2	34	26 / 65 / 9
			3	34	6 / 74 / 18 / 3
		Special Ed.	1	2	50 / 50
			2	2	100
			3	2	50 / 50
		Spec Ed. Speech/RSP	1	2	50 / 50
			2	2	100
			3	2	50 / 50
		Homeless	1	6	17 / 83
			2	6	100
			3	7	29 / 57 / 14
		GATE/Excel	1	12	75 / 17 / 8
			2	12	33 / 17 / 50
			3	12	25 / 75

i-Ready Math Overall Relative Placement
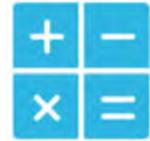## School Data by Subgroup
Garfield 2022-2023 Grade 3

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

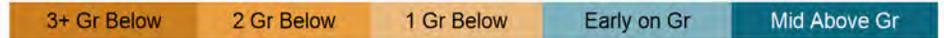| Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	88	13	36	45	5	
			2	88	7	15	55	16	8
			3	89	6	12	36	21	25
	Teacher	Aguilar, M	1	20	20	40	40		
			2	20	15	20	60	5	
			3	24	8	25	42	17	8
		Lugo, D	1	22	18	50	32		
			2	22	5	32	59	5	
			3	22	5	23	50	18	5
		Morales, J	1	24		13	67	17	4
			2	24			29	42	29
			3	24				25	75
		Van Grootheest, B	1	20	15	40	45		
			2	22	9	14	68	9	
			3	23	9	4	61	22	4
	Ethnicity	African American	1	6	17	50	33		
			2	6	17	33	50		
			3	6		33	50	17	
		Asian	1	1			100		
			2	1					100
			3	1					100
		Filipino	1	10	10	40	30	20	
			2	10		30	40	20	10
			3	9	11	11	11	22	44
		Hispanic	1	66	14	38	47	2	
			2	66	8	12	61	15	5
			3	68	6	12	41	24	18
		White	1	3			100		
			2	3			33	67	
			3	3					100
		Other	1	2				50	50
			2	2					100
			3	2					100

i-Ready Math Overall Relative Placement
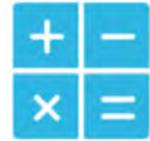## School Data by Subgroup
Garfield 2022-2023 Grade 3

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Percent by Category

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	30	7	47	40	7	
		Female	2	30		7	70	17	7
		Female	3	32		6	47	25	22
		Male	1	58	16	31	48	3	
		Male	2	58	10	19	47	16	9
		Male	3	57	9	16	30	19	26
	Special Populations	Low SES	1	86	13	36	45	5	
		Low SES	2	85	7	15	54	16	7
		Low SES	3	86	6	13	36	21	24
		ELL	1	19	32	26	42		
		ELL	2	19	21	16	47	16	
		ELL	3	22	14	23	41	9	14
		RFEP	1	1			100		
		RFEP	2	1					100
		RFEP	3	1					100
		EL + RFEP	1	20	30	25	45		
		EL + RFEP	2	20	20	15	45	15	5
		EL + RFEP	3	23	13	22	39	9	17
		Special Ed.	1	12		33	42	17	8
		Special Ed.	2	12	17	50	17	8	8
		Special Ed.	3	12	17	25	42		17
		Spec Ed. Speech/RSP	1	12		33	42	17	8
		Spec Ed. Speech/RSP	2	12	17	50	17	8	8
		Spec Ed. Speech/RSP	3	12	17	25	42		17
		Homeless	1	7		43	43		14
		Homeless	2	8		13	75		13
		Homeless	3	10		20	30	40	10
		GATE/Excel	1	14		14	50	29	7
		GATE/Excel	2	14			29	29	43
		GATE/Excel	3	14				29	71

i-Ready Math Overall Relative Placement
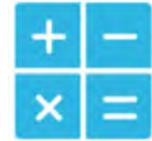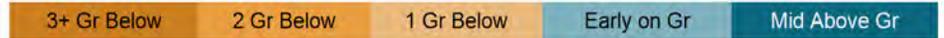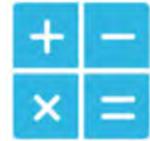## School Data by Subgroup
Garfield 2022-2023 Grade 4

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
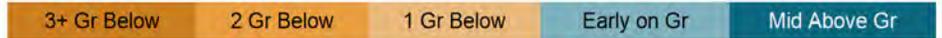
Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	108	28	21	38	10	3
			2	108	15	19	40	19	7
			3	105	9	21	40	12	18
	Teacher	Cazarez, C	1	26	38	31	31		
			2	27	19	22	44	11	4
			3	27	15	22	52	7	4
		Huerta, J	1	26	35	31	35		
			2	26	19	31	50		
			3	26	15	38	46		
		Shelly, R	1	24	42	17	38	4	
			2	25	24	24	44	8	
			3	26	8	23	54	15	
		Torres, Y	1	28			54	36	11
			2	28			21	54	25
			3	28			11	25	64
	Ethnicity	African American	1	10	40	10	40	10	
			2	9	22	11	44	22	
			3	9	11	22	44		22
		Asian	1	2				50	50
			2	2				50	50
			3	2				50	50
		Filipino	1	9	44	22	22		11
			2	9	33	33			33
			3	9		33	22	11	33
		Hispanic	1	85	26	26	40	8	
			2	86	16	20	41	19	5
			3	83	10	20	42	13	14
		White	1	2			50		50
			2	2			50		50
			3	2			50		50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 4

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	46	24	20	39	11	7
			2	46	13	22	33	24	9
			3	45	4	20	38	11	27
		Male	1	62	31	23	37	10	
			2	62	16	18	45	15	6
			3	60	12	22	42	13	12
	Special Populations	Low SES	1	107	27	21	38	10	3
			2	107	15	19	40	19	7
			3	104	9	21	39	13	18
		ELL	1	42	38	29	31	2	
			2	41	24	34	29	12	
			3	40	18	33	35	10	5
		RFEP	1	7	14	14	29	29	14
			2	7		14	29		57
			3	7			43	14	43
		EL + RFEP	1	49	35	27	31	6	2
			2	48	23	29	29	10	8
			3	47	15	28	36	11	11
		Special Ed.	1	9	67		11	22	
			2	9	11	67	11	11	
			3	8		13	25	38	25
		Spec Ed. Speech/RSP	1	9	67		11	22	
			2	9	11	67	11	11	
			3	8		13	25	38	25
		Homeless	1	13	15	31	38	15	
			2	14		36	29	21	14
			3	14		36	43	14	7
		GATE/Excel	1	24			54	33	13
			2	24			17	54	29
			3	24			13	25	63

i-Ready Math Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 5

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

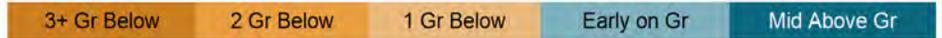| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	90	30 / 20 / 34 / 11 / 4
			2	90	11 / 19 / 38 / 24 / 8
			3	88	6 / 9 / 36 / 32 / 17
	Teacher	Lindstrom, A	1	30	53 / 20 / 23 / 3
			2	30	23 / 27 / 40 / 10
			3	30	7 / 23 / 40 / 23 / 7
		Rendon, E	1	28	32 / 46 / 21
			2	29	10 / 31 / 45 / 14
			3	30	10 / 3 / 47 / 30 / 10
		Richardson, M	1	28	4 / 57 / 29 / 11
			2	28	29 / 46 / 25
			3	28	21 / 43 / 36
	Ethnicity	African American	1	9	33 / 11 / 56
			2	9	22 / 33 / 33 / 11
			3	9	11 / 44 / 44
		Asian	1	1	100
			2	1	100
			3	1	100
		Filipino	1	6	33 / 33 / 17 / 17
			2	6	50 / 33 / 17
			3	5	40 / 40 / 20
		Hispanic	1	73	32 / 21 / 33 / 12 / 3
			2	73	14 / 19 / 38 / 23 / 5
			3	72	7 / 10 / 36 / 29 / 18
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	43	26 / 26 / 33 / 12 / 5
			2	44	5 / 18 / 52 / 18 / 7
			3	43	5 / 7 / 47 / 30 / 12
		Male	1	47	34 / 15 / 36 / 11 / 4
			2	46	17 / 20 / 24 / 30 / 9
			3	45	7 / 11 / 27 / 33 / 22

i-Ready Math Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 5
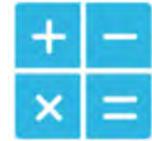
Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

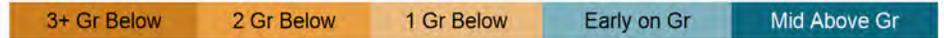| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	Low SES	1	84	31, 21, 35, 10, 4
			2	86	12, 20, 40, 22, 7
			3	86	6, 9, 37, 31, 16
		ELL	1	17	59, 24, 18
			2	17	18, 35, 47
			3	16	6, 19, 50, 19, 6
		RFEP	1	23	17, 26, 39, 13, 4
			2	25	12, 20, 32, 32, 4
			3	25	8, 4, 28, 40, 20
		EL + RFEP	1	40	35, 25, 30, 8, 3
			2	42	14, 26, 38, 19, 2
			3	41	7, 10, 37, 32, 15
		Special Ed.	1	6	83, 17
			2	7	57, 29, 14
			3	7	29, 29, 43
		Spec Ed. Speech/RSP	1	6	83, 17
			2	7	57, 29, 14
			3	7	29, 29, 43
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	7	57, 14, 29
			2	10	30, 20, 40, 10
			3	10	20, 10, 30, 30, 10
		GATE/Excel	1	25	4, 56, 24, 16
			2	24	21, 54, 25
			3	23	13, 48, 39

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 1

Legend
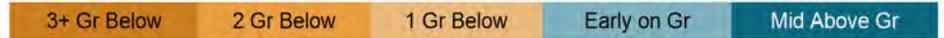
3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

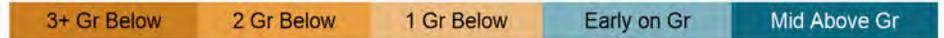| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	83	16 / 69 / 8 / 7
			2	79	3 / 62 / 14 / 22
			3	79	1 / 41 / 18 / 41
	Teacher	Flores, R	1	27	19 / 59 / 15 / 7
			2	26	8 / 58 / 12 / 23
			3	28	50 / 18 / 32
		Gonzalez, B	1	25	20 / 68 / 4 / 8
			2	25	64 / 24 / 12
			3	27	4 / 41 / 19 / 37
		Miles, J	1	27	4 / 85 / 4 / 7
			2	28	61 / 11 / 29
			3	28	25 / 18 / 57
	Ethnicity	African American	1	4	25 / 75
			2	5	80 / 20
			3	6	50 / 17 / 33
		Asian	1	6	17 / 50 / 33
			2	5	60 / 40
			3	5	20 / 40 / 40
		Filipino	1	4	100
			2	4	25 / 25 / 50
			3	4	25 / 75
		Hispanic	1	68	16 / 69 / 6 / 9
			2	64	3 / 64 / 11 / 22
			3	63	2 / 44 / 16 / 38
		White	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	40	20 / 68 / 8 / 5
			2	38	3 / 71 / 13 / 13
			3	40	3 / 45 / 25 / 28
		Male	1	43	12 / 70 / 9 / 9
			2	41	2 / 54 / 15 / 29
			3	39	36 / 10 / 54

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 1

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

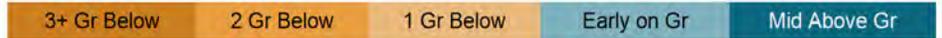| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	**Special Populations**	Low SES	1	78	14 / 71 / 8 / 8
		Low SES	2	76	3 / 62 / 13 / 22
		Low SES	3	75	1 / 40 / 19 / 40
		ELL	1	25	28 / 64 / 4 / 4
		ELL	2	24	4 / 63 / 21 / 13
		ELL	3	25	4 / 44 / 12 / 40
		RFEP	1	1	100
		RFEP	2	1	100
		RFEP	3	1	100
		EL + RFEP	1	26	27 / 62 / 4 / 8
		EL + RFEP	2	25	4 / 60 / 20 / 16
		EL + RFEP	3	26	4 / 42 / 12 / 42
		Special Ed.	1	7	14 / 71 / 14
		Special Ed.	2	7	14 / 29 / 14 / 43
		Special Ed.	3	7	43 / 57
		Spec Ed. Speech/RSP	1	7	14 / 71 / 14
		Spec Ed. Speech/RSP	2	7	14 / 29 / 14 / 43
		Spec Ed. Speech/RSP	3	7	43 / 57
		Homeless	1	7	29 / 71
		Homeless	2	6	83 / 17
		Homeless	3	9	11 / 44 / 22 / 22

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

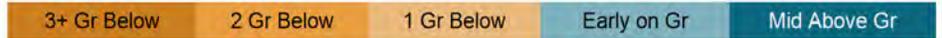| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	77	35 / 43 / 8 / 14
			2	74	18 / 35 / 28 / 19
			3	79	8 / 34 / 20 / 38
	Teacher	Lee, T	1	28	39 / 25 / 18 / 18
			2	28	18 / 14 / 39 / 29
			3	28	4 / 25 / 11 / 61
		Martinez, A	1	25	24 / 56 / 8 / 12
			2	25	24 / 44 / 16 / 16
			3	26	12 / 35 / 27 / 27
		Savella, L	1	25	36 / 44 / 20
			2	25	12 / 48 / 24 / 16
			3	26	8 / 42 / 23 / 27
	Ethnicity	African American	1	3	33 / 33 / 33
			2	3	33 / 67
			3	4	25 / 25 / 50
		Asian	1	3	33 / 33 / 33
			2	3	33 / 33 / 33
			3	3	67 / 33
		Filipino	1	8	13 / 25 / 63
			2	9	22 / 22 / 56
			3	9	11 / 89
		Hispanic	1	61	41 / 46 / 5 / 8
			2	57	21 / 40 / 25 / 14
			3	61	8 / 43 / 21 / 28
		Other	1	2	50 / 50
			2	2	100
			3	2	100
	Gender	Female	1	37	38 / 46 / 8 / 8
			2	36	22 / 25 / 36 / 17
			3	37	5 / 38 / 22 / 35
		Male	1	40	33 / 40 / 8 / 20
			2	38	13 / 45 / 21 / 21
			3	42	10 / 31 / 19 / 40

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

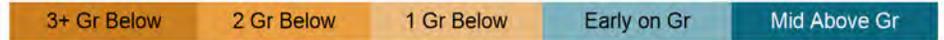| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	75	35 / 43 / 8 / 15
			2	74	18 / 35 / 28 / 19
			3	79	8 / 34 / 20 / 38
		ELL	1	31	52 / 39 / 6 / 3
			2	30	30 / 40 / 23 / 7
			3	32	13 / 47 / 22 / 19
		RFEP	1	2	100
			2	3	67 / 33
			3	3	100
		EL + RFEP	1	33	48 / 42 / 6 / 3
			2	33	27 / 36 / 27 / 9
			3	35	11 / 43 / 20 / 26
		Special Ed.	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		Spec Ed. Speech/RSP	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		Homeless	1	5	20 / 60 / 20
			2	5	20 / 40 / 40
			3	6	17 / 33 / 17 / 33
		GATE/Excel	1	12	17 / 8 / 75
			2	12	8 / 8 / 83
			3	12	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

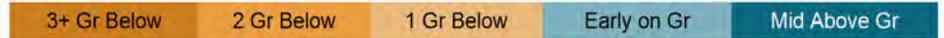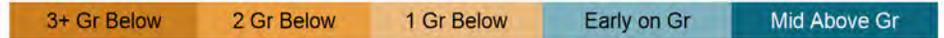| Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	89	17	27	25	24	8
			2	87		10	18	18	30	23
			3	90		8	23	19	22	28
	Teacher	Aguilar, M	1	20	20	40	20	20	
			2	20		15	25	25	20	15
			3	24		13	46	13	21	8
		Lugo, D	1	22	27	27	23	23	
			2	22		9	27	32	27	5
			3	22		5	36	23	18	18
		Morales, J	1	24		4	21	46	29
			2	24				42	58
			3	24				29	71
		Van Grootheest, B	1	20	20	45	30	5	
			2	22		18	27	18	27	9
			3	23		13	17	43	17	9
	Ethnicity	African American	1	6	17	33	50		
			2	6	50	50			
			3	6	33	50	17		
		Asian	1	1					100
			2	1					100
			3	1					100
		Filipino	1	10	10	30	20	20	20
			2	9		11	11	44	33
			3	9		22	11	11	56
		Hispanic	1	67	19	28	25	25	1
			2	66		14	18	18	33	17
			3	69		10	25	19	23	23
		White	1	3				67	33
			2	3					100
			3	3				67	33
		Other	1	2					100
			2	2					100
			3	2					100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 3

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

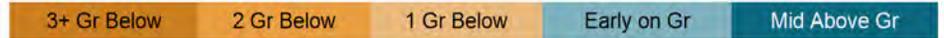| Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	30	27 / 40 / 23 / 10
			2	30	3 / 13 / 17 / 40 / 27
			3	32	3 / 19 / 16 / 25 / 38
		Male	1	59	25 / 27 / 17 / 24 / 7
			2	57	14 / 21 / 19 / 25 / 21
			3	58	10 / 26 / 21 / 21 / 22
	Special Populations	Low SES	1	87	17 / 28 / 24 / 24 / 7
			2	84	11 / 18 / 19 / 30 / 23
			3	87	8 / 23 / 18 / 23 / 28
		ELL	1	20	45 / 30 / 25
			2	19	37 / 21 / 21 / 5 / 16
			3	23	26 / 30 / 26 / 9 / 9
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	21	43 / 29 / 5 / 24
			2	20	35 / 20 / 20 / 5 / 20
			3	24	25 / 29 / 25 / 8 / 13
		Special Ed.	1	12	58 / 25 / 8 / 8
			2	12	33 / 25 / 25 / 8 / 8
			3	12	17 / 42 / 17 / 17 / 8
		Spec Ed. Speech/RSP	1	12	58 / 25 / 8 / 8
			2	12	33 / 25 / 25 / 8 / 8
			3	12	17 / 42 / 17 / 17 / 8
		Homeless	1	7	29 / 43 / 14 / 14
			2	8	13 / 38 / 38 / 13
			3	10	10 / 30 / 20 / 20 / 20
		GATE/Excel	1	14	7 / 14 / 43 / 36
			2	14	36 / 64
			3	14	29 / 71

i-Ready Reading Overall Relative Placement
## School Data by Subgroup
Garfield 2022-2023 Grade 4

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	106	21 / 17 / 43 / 7 / 12
			2	102	15 / 11 / 46 / 11 / 18
			3	104	13 / 12 / 40 / 19 / 15
	Teacher	Cazarez, C	1	26	38 / 15 / 46
			2	27	19 / 22 / 52 / 7
			3	27	19 / 22 / 44 / 7 / 7
		Huerta, J	1	26	23 / 38 / 35 / 4
			2	26	23 / 15 / 58 / 4
			3	26	15 / 15 / 65 / 4
		Shelly, R	1	24	25 / 13 / 58 / 4
			2	25	20 / 8 / 52 / 20
			3	26	23 / 8 / 42 / 23 / 4
		Torres, Y	1	28	32 / 25 / 43
			2	28	25 / 21 / 54
			3	28	14 / 43 / 43
	Ethnicity	African American	1	9	11 / 11 / 44 / 22 / 11
			2	8	13 / 38 / 50
			3	9	22 / 33 / 44
		Asian	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		Filipino	1	9	11 / 11 / 44 / 33
			2	9	11 / 11 / 22 / 11 / 44
			3	9	11 / 11 / 22 / 11 / 44
		Hispanic	1	84	24 / 19 / 43 / 6 / 8
			2	81	17 / 11 / 49 / 12 / 10
			3	82	16 / 11 / 43 / 22 / 9
		White	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 4

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Gender	Female	1	46	24 / 13 / 39 / 7 / 17
			2	46	15 / 9 / 41 / 15 / 20
			3	45	11 / 13 / 36 / 18 / 22
		Male	1	60	18 / 20 / 47 / 7 / 8
			2	56	14 / 13 / 50 / 7 / 16
			3	59	15 / 10 / 44 / 20 / 10
	Special Populations	Low SES	1	105	21 / 17 / 43 / 7 / 12
			2	101	14 / 11 / 47 / 11 / 18
			3	103	13 / 12 / 41 / 19 / 16
		ELL	1	42	38 / 26 / 36
			2	39	28 / 13 / 59
			3	40	28 / 15 / 48 / 10
		RFEP	1	7	14 / 29 / 14 / 43
			2	7	14 / 14 / 14 / 57
			3	7	14 / 14 / 29 / 43
		EL + RFEP	1	49	35 / 22 / 35 / 2 / 6
			2	46	26 / 11 / 52 / 2 / 9
			3	47	26 / 13 / 43 / 13 / 6
		Special Ed.	1	8	50 / 13 / 38
			2	9	33 / 22 / 33 / 11
			3	9	44 / 11 / 22 / 22
		Spec Ed. Speech/RSP	1	8	50 / 13 / 38
			2	9	33 / 22 / 33 / 11
			3	9	44 / 11 / 22 / 22
		Homeless	1	13	15 / 15 / 62 / 8
			2	14	7 / 14 / 71 / 7
			3	14	7 / 7 / 57 / 21 / 7
		GATE/Excel	1	24	29 / 17 / 54
			2	24	17 / 25 / 58
			3	24	4 / 38 / 58

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 5

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	93	16	38	23	13	11
			2	87	3	37	31	16	13
			3	81	7	25	30	17	21
	Teacher	Lindstrom, A	1	30	23	47	20	10	
			2	30	10	53	23	10	3
			3	30	13	47	30	3	7
		Rendon, E	1	29	17	59	21	3	
			2	29	3	55	34	7	
			3	30	7	33	37	13	10
		Richardson, M	1	28		11	32	25	32
			2	28		4	32	29	36
			3	28		4	21	32	43
	Ethnicity	African American	1	9		44	22	22	11
			2	9		33	44	11	11
			3	8		25	50	25	
		Asian	1	1			100		
			3	1			100		
		Filipino	1	6		17	17	50	17
			2	6			33	50	17
			3	4				75	25
		Hispanic	1	76	20	38	24	9	9
			2	71	4	41	30	14	11
			3	67	9	27	28	13	22
		Other	1	1					100
			2	1					100
			3	1					100
	Gender	Female	1	44	5	43	23	18	11
			2	42		36	38	14	12
			3	39		31	26	23	21
		Male	1	49	27	33	22	8	10
			2	45	7	38	24	18	13
			3	42	14	19	33	12	21

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023 Grade 5

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	Low SES	1	87	16 / 39 / 23 / 13 / 9
			2	83	4 / 39 / 31 / 16 / 11
			3	79	8 / 25 / 29 / 18 / 20
		ELL	1	18	39 / 56 / 6
			2	16	6 / 69 / 25
			3	16	13 / 38 / 38 / 6 / 6
		RFEP	1	25	20 / 36 / 28 / 12 / 4
			2	23	4 / 26 / 35 / 17 / 17
			3	23	9 / 22 / 26 / 22 / 22
		EL + RFEP	1	43	28 / 44 / 19 / 7 / 2
			2	39	5 / 44 / 31 / 10 / 10
			3	39	10 / 28 / 31 / 15 / 15
		Special Ed.	1	7	86 / 14
			2	6	33 / 67
			3	7	71 / 14 / 14
		Spec Ed. Speech/RSP	1	7	86 / 14
			2	6	33 / 67
			3	7	71 / 14 / 14
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	9	33 / 56 / 11
			2	8	75 / 25
			3	9	11 / 33 / 44 / 11
		GATE/Excel	1	25	8 / 28 / 32 / 32
			2	24	4 / 29 / 33 / 33
			3	22	5 / 18 / 27 / 50

i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade

Report Name:District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

i-Ready Math Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
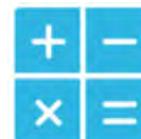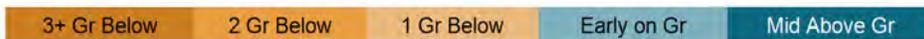
Category		Diagnostic Window	# Students	Percent by Category
All Students	451	3	451	4 / 12 / 44 / 20 / 20
Grade	Gr. 01	3	83	4 / 52 / 14 / 30
	Gr. 02	3	80	10 / 55 / 21 / 14
	Gr. 03	3	93	5 / 13 / 38 / 20 / 24
	Gr. 04	3	107	9 / 21 / 40 / 12 / 18
	Gr. 05	3	88	6 / 9 / 36 / 32 / 17
Ethnicity	African American	3	35	3 / 20 / 49 / 20 / 9
	Filipino	3	36	3 / 11 / 14 / 28 / 44
	Hispanic	3	357	5 / 12 / 48 / 18 / 17
Gender	Female	3	200	2 / 12 / 47 / 22 / 18
	Male	3	251	6 / 12 / 41 / 18 / 22
Special Populations	Low SES	3	441	5 / 12 / 44 / 20 / 20
	ELL	3	137	8 / 18 / 53 / 12 / 9
	RFEP	3	37	5 / 3 / 30 / 35 / 27
	EL + RFEP	3	174	7 / 15 / 48 / 17 / 13
	Special Ed.	3	36	14 / 19 / 44 / 6 / 17
	Spec Ed. Speech/RSP	3	36	14 / 19 / 44 / 6 / 17
	Homeless	3	41	2 / 24 / 49 / 17 / 7
	GATE/Excel	3	73	8 / 33 / 59

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Garfield 2022-2023

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Category		Diagnostic Window	# Students	Percent by Category
All Students	451	3	451	6 / 15 / 33 / 19 / 27
Grade	Gr. 01	3	83	1 / 39 / 18 / 42
	Gr. 02	3	80	8 / 34 / 20 / 39
	Gr. 03	3	93	8 / 25 / 19 / 22 / 27
	Gr. 04	3	107	14 / 11 / 41 / 19 / 15
	Gr. 05	3	88	7 / 28 / 30 / 16 / 19
Ethnicity	African American	3	35	23 / 43 / 11 / 23
	Filipino	3	36	3 / 11 / 8 / 19 / 58
	Hispanic	3	357	8 / 15 / 35 / 19 / 23
Gender	Female	3	200	4 / 15 / 33 / 22 / 28
	Male	3	251	8 / 15 / 33 / 17 / 27
Special Populations	Low SES	3	441	6 / 15 / 32 / 19 / 27
	ELL	3	137	15 / 18 / 42 / 12 / 14
	RFEP	3	37	8 / 19 / 19 / 19 / 35
	EL + RFEP	3	174	13 / 18 / 37 / 14 / 18
	Special Ed.	3	36	31 / 19 / 25 / 8 / 17
	Spec Ed. Speech/RSP	3	36	31 / 19 / 25 / 8 / 17
	Homeless	3	41	5 / 22 / 37 / 20 / 17
	GATE/Excel	3	73	1 / 8 / 26 / 64

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 1/30/2024

School Demographics	School	District	State
African American	6.7%	11.6%	
Am. Indian	0%	.1%	
Asian	3.1%	6.1%	
Filipino	8.7%	2%	
Hispanic/Latino	77.4%	60.9%	
Multiple	2.1%	7.1%	
Pacific Islander	0%	.7%	
White	2.1%	11.3%	
English Learner	31.7%	21.2%	
Reclassified Fluent English Proficient	2.2%	2.1%	
Students w/Disabilities	12%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Social Emotional Learning goal:All students will show a positive increase in feeling a sense of identity, agency and belonging at school.Culture/Climate goals: Chronic Absenteeism will decrease by 3% compared to last year.Annual Average Daily Attendance (ADA) increase to 97% compared to 88.8% last year. Create and maintain a safe and positive learning environment for all students implementing the framework from PBIS.

Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	A school counselor will plan and coordinate interventions designed to meet the needs of students with academic, social-emotional-behavioral and attendance difficulties that are affecting their ability to engage effectively in their learning environment. The counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2-Tier 3 interventions that meet students' specific social, emotional or behavioral needs. Teachers will be provided with substitute coverage so they can participate in the SST team meeting with the counselor and family of at-promise students to develop interventions. The expected outcomes of the counselor's work in these areas include increasing the engagement of targeted students with on-task learning in all classrooms and progress towards academic, attendance and behavior goals for students participating in Response to Intervention programs.		Counselor
3	A school nurse will serve Garfield students three days per week to address the health needs which negatively impact students' education. The nurse and the health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced. The nurse will participate in the SST process to determine how to mitigate any health issues that are affecting a student's progress at school. The nurse will provide parent and staff workshops on COVID health and safety, dental, vision and hygiene.		Nurse Inspector
4	We need to extend additional time for the bilingual IOA to provide customer services to our families. Our families need a lot of assitance with completing documentation, accessing online resources, enrollment, attendance support, scheduling of parent conferences, translations for parent conferences and in general assistance to resources provided by the site and district. The allocation for extended time will allow our school to provide necessary direct services to families in our community.		Intermediate Office Assistant
5	A school Health Assistant additional 4 hours weekly will serve Garfield students two days per week to address the health needs which negatively impact students' education. The health assistant will assess student health needs and coordinate with teachers, families and health service providers so that students' health needs are addressed and absenteeism reduced.		Senior Health Assistant
Total			

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Attendance/Chronic Absenteeism Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14162	147	8/31/22	6/16/23	25	0.25	6.25
14293	56	10/19/22	1/20/23	3	0.33	0.99
15225	60	3/1/23	5/31/23	3	0.25	0.75
15347	148	3/14/23	6/15/23	1	0.33	0.33
15351	53	3/14/23	6/15/23	1	0.33	0.33
15415	4	3/23/23	6/15/23	1	0.5	0.5
15453	13	3/28/23	6/15/23	1	1	1
15809	89	5/22/23	6/15/23	1	0.25	0.25
	570					**10.4**

Culture-Climate Survey (Parent)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Social Emotional Learning goal:All students will show a positive increase in feeling a sense of identity, agency and belonging at school.Culture/Climate goals: Chronic Absenteeism will decrease by 3% compared to last year.Annual Average Daily Attendance (ADA) increase to 97% compared to 88.8% last year. Create and maintain a safe and positive learning environment for all students implementing the framework from PBIS.

Budgeted Items

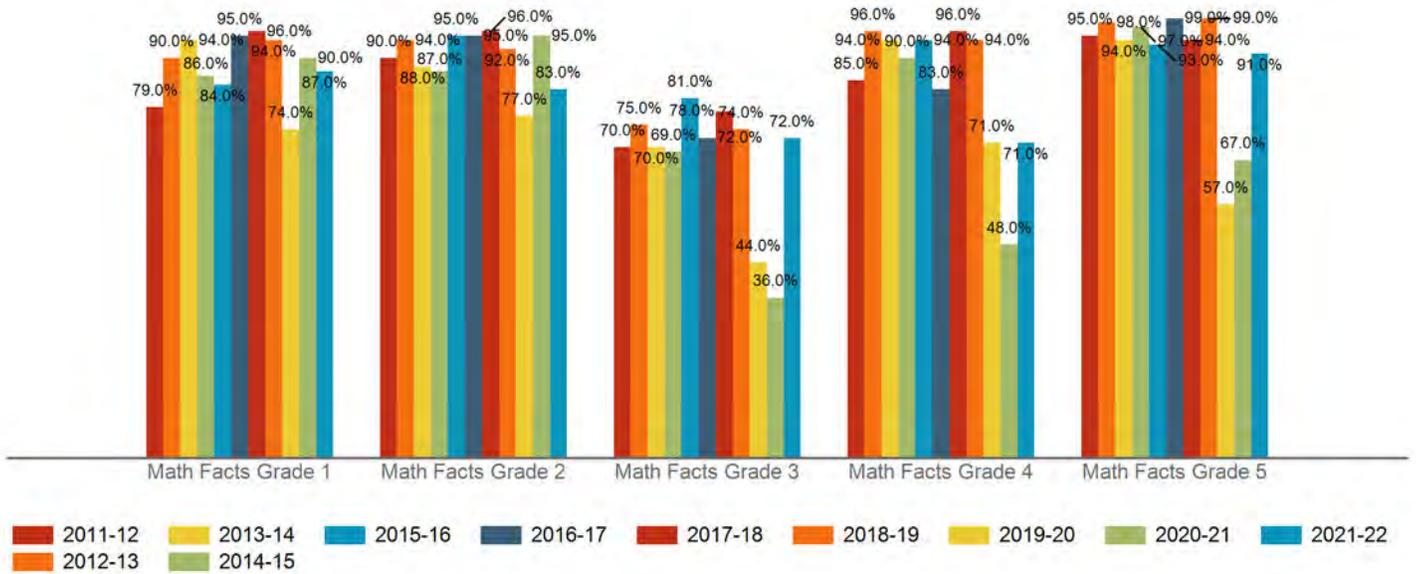| Line Number	Description	Cost	Personnel Summary
1	Garfield will provide family programs that will focus on learning reading and math strategies to support students with homework. We will purchase parent programs, materials, supplies, technology equipment, books, and training manual for conferences, workshops and family events.		Materials, Teacher Hourly Extra Comp
2	Purchase additional classroom document cameras, printers, digital cameras, projectors, computers, chromebooks, printers, technology supplies and materials.		Materials
	Purchase PBIS (Positive Interventions and Supports) staff professional development training sessions provided by the LACOE. PBIS provides a Multi-Tiered System of Support (MTSS) for school sites to organize evidence-based behavioral interventions into an integrated continuum that enhances academic, social emotional, and behavioral outcomes for all students. All Trainings are aligned to the SWPBIS Tiered Fidelity Inventory (TFI).		Services
4	We need to extend additional time for the bilingual IOA to provide customer services to our families. Our families need a lot of assitance with completing documentation, accessing online resources, enrollment, attendance support, scheduling of parent conferences, translations for parent conferences and in general assistance to resources provided by the site and district. The allocation for extended time will allow our school to provide necessary direct services to families in our community.		Intermediate Office Assistant
7	Recreational Aides will support student safety and social-emotional well being of students in the school learning environment thorugh supervision of the common areas.		Hourly - Recreation Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Social Emotional Learning goal:All students will show a positive increase in feeling a sense of identity, agency and belonging at school.Culture/Climate goals: Chronic Absenteeism will decrease by 3% compared to last year.Annual Average Daily Attendance (ADA) increase to 97% compared to 88.8% last year. Create and maintain a safe and positive learning environment for all students implementing the framework from PBIS.

Bar chart (2017-18):
- Staff Climate of Support for Academic Learning: 92.0%
- Staff Culture Climate Overall: 79.0%
- Staff Knowledge/Fairness of Disc./Rules/Norms: 75.0%
- Staff Safety: 71.0%
- Staff Sense of Belonging: 77.0%
- Student Climate of Support for Academic Learning: 85.0%
- Student Culture Climate Overall: 75.0%
- Student Knowledge/Fairness of Disc./Rules/Norms: 79.0%
- Student Safety: 58.0%
- Student Sense of Belonging: 77.0%

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Interventions at Garfield will focus on Tier 2 programs that include an SEL TOSA to provide specialized support to students who are struggling to meet social emotional standards. Student data from staff referrals, SSTs, attendance records, parent referrals and SEL surveys will be used to provide an SEL TOSA model that include push-in or pull-out intervention groups to best meet student needs. The SEL TOSA will also work with teachers to provide Tier 1 support with activities and lesson plans that provide self-awareness and sense-of-belonging strategies. Progress monitoring will measure student progress towards grade level proficiency. Additional student interventions will also be considered for students demonstrating achievement deficits that create barriers to learning. The SEL TOSA will implement an integrated model of SEL using Stanford Harmony, Mindfulness, and STEP 2 and work with the counselor and psychologist and therapists to ensure growth in SEL standards. The SEL TOSA will work with the Literacy teachers to collaborate and develop best practices for Response To Interventions. The SEL TOSA will individualize a behavioral plan to facilitate the structure for the classroom and playground setting to support students working on SEL skills and goals. The SEL TOSA will work with peer teachers to push-in support and model lessons during whole group, small group, cooperative learning and independent learning activities. Students receiving services from the SEL TOSA will receive more frequent checks for understanding and immediate feedback to move learning forward.		Teacher on Special Assignment (TOSA)
	Purchase professional reading materials for classroom libraries, book studies, student planners, textbooks, instrucional supplies and materials to improve research based best practices in Math, ELA, Science and Instructional Strategies, and Assessments. This also include curriculum and tool kits for Social Emotional Learning.		Materials
2	Purchase PBIS (Positive Interventions and Supports) staff professional development training sessions provided by the LACOE. PBIS provides a Multi-Tiered System of Support (MTSS) for school sites to organize evidence-based behavioral interventions into an integrated continuum that enhances academic, social emotional, and behavioral outcomes for all students. All Trainings are aligned to the SWPBIS Tiered Fidelity Inventory (TFI).		Services
7	Recreational Aides will support student safety and social-emotional well being of students in the school learning environment thorugh supervision of the common areas.		Hourly - Recreation Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Elementary Math - Math Facts

School Year: 22-23

Goals

Area	Description
Math Goals	By June 2023, students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic and SBAC annual results. Action Plan: * Provide Quality Core Instruction grounded in the 6 Understandings (LTs, Rigorous Tasks, Collaborative Discussion, Formative Assessment Practices) * Develop students' mathematical reasoning through the use of collaborative conversations (SMP 1 & 3) * Model mathematical thinking with the use of manipulatives and opportunities for students to use manipulatives to persevere through difficult problems using real life application (SMP 4 & 5) * Support students' mastery of basic facts and fluency with math procedures through the use of Number Talks and math fluency strategies (SMP 7 &8) * Use data from ST Math Puzzle Task to monitor student progress and to differentiate instruction based on students' assessed needs (small group instruction, extensions with ST Math) * Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop a GL Action Plan for next Steps. Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: *Filipino Student Achievement Data *Homeless Student Achievement Data *Student w/ Disabilities Student Achievement Data *African American Student Achievement Data *EL Student Achievement Data *QCI - Internal Learning Walk & Collaborative Data Days *Grade Level Goal Meetings *Edulastic Assessments

Budgeted Items

Line Number	Description	Cost	Personnel Summary
5	Purchase Explore Learning Reflex supplemental math program. This computer based program includes interactive math application games that support student fluency with math facts. The teachers plan math units of study and provide students with additional practice.. There is an annual fee to pay for yearly licenses and teacher access to the online Learning Management System and training.		Services

Elementary Math - Math Facts

School Year: 22-23

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
6	A College Aide will be hired to provide additional intervention services to our English Learners and select students who need additional math or reading interventions. The College Aide will provide classroom small group interventions as push-in support. The teacher will train the College Aide on specific reading or math skills and strategies and monitor student progress.		College Student Aide
Total			

Elementary Reading - FRSA

School Year: 22-23

Goals

Area	Description
ELA Goals	By June 2023, students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. Action Plan: *Literacy Teachers working with students that are two grade levels below. *Tutoring for K-2 graders from an outside agency. *Tutoring for 3-5 grades from site teachers *Provide Quality Core Instruction grounded in the 6 Understandings (LTs, Rigorous Tasks, Collaborative Discussion, Formative Assessment Practices) *Teach Foundational Reading Skills and monitor student application for mastery *Administer and analyze Common Assessments to drive instructional decisions *Differentiate instruction based on students' assessed needs (small group instruction, guided reading, groupings, in-class and out of class intervention, RTI practices) *Teach ELD explicitly and integrate language production into learning targets *Use QCI/GL Planning Days with each GL to identify formative common assessments, discuss end of unit data, use an analysis protocol to measure effectiveness of continuous progress monitoring to develop GL Action Plan for next Steps. Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: *Filipino Student Achievement Data *Homeless Student Achievement Data *Student w/ Disabilities Student Achievement Data *African American Student Achievement Data *EL Student Achievement Data *Patterns/Trends from Walkthrough Notes/Agendas *QCI - Internal Learning Walk & Collaborative Data Days *Grade Level Goal Meetings *Edulastic Assessments

FRSA Overall Met - Grades K-2

Legend: 2012-13, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2013-14

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Teachers will participate in collaborative planning of Math, ELA, Technology or SEL units and lessons, including aligning long-term and short term learning intentions and targets, implementation of formative assessment practices and peer observations, debriefing and coaching.		Substitute teacher full day, Teacher Hourly PD Stipend

Garfield

Elementary Reading - FRSA

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
6	A College Aide will be hired to provide additional intervention services to our English Learners and select students who need additional math or reading interventions. The College Aide will provide classroom small group interventions as push-in support. The teacher will train the College Aide on specific reading or math skills and strategies and monitor student progress.		College Student Aide
Total			

Reading-FRSA Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15027	5	10/3/22	1/27/23	43	0.5	21.5
15060	5	10/3/22	1/27/23	45	0.5	22.5
15071	4	10/3/22	1/27/23	50	0.5	25
15885	4	2/27/23	6/2/23	51	0.5	25.5
15938	6	2/27/23	6/2/23	54	0.5	27
15939	4	2/27/23	6/2/23	43	0.5	21.5
	28					**143**

SEL Survey

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Social Emotional Learning goal:All students will show a positive increase in feeling a sense of identity, agency and belonging at school.Culture/Climate goals: Chronic Absenteeism will decrease by 3% compared to last year.Annual Average Daily Attendance (ADA) increase to 97% compared to 88.8% last year. Create and maintain a safe and positive learning environment for all students implementing the framework from PBIS.

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Interventions at Garfield will focus on Tier 2 programs that include an SEL TOSA to provide specialized support to students who are struggling to meet social emotional standards. Student data from staff referrals, SSTs, attendance records, parent referrals and SEL surveys will be used to provide an SEL TOSA model that include push-in or pull-out intervention groups to best meet student needs. The SEL TOSA will also work with teachers to provide Tier 1 support with activities and lesson plans that provide self-awareness and sense-of-belonging strategies. Progress monitoring will measure student progress towards grade level proficiency. Additional student interventions will also be considered for students demonstrating achievement deficits that create barriers to learning. The SEL TOSA will implement an integrated model of SEL using Stanford Harmony, Mindfulness, and STEP 2 and work with the counselor and psychologist and therapists to ensure growth in SEL standards. The SEL TOSA will work with the Literacy teachers to collaborate and develop best practices for Response To Interventions. The SEL TOSA will individualize a behavioral plan to facilitate the structure for the classroom and playground setting to support students working on SEL skills and goals. The SEL TOSA will work with peer teachers to push-in support and model lessons during whole group, small group, cooperative learning and independent learning activities. Students receiving services from the SEL TOSA will receive more frequent checks for understanding and immediate feedback to move learning forward.		Teacher on Special Assignment (TOSA)
Total			

School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Garfield Elementary School ⌄

If ATSI, identify subgroups:

- ☑ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☑ Filipino

- ☐ Foster Youth
- ☐ Hispanic
- ☑ Homeless
- ☐ Pacific Islander

- ☐ Socioeconomically Disadvantaged
- ☐ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date	4-25-23
Signature of Principal	Monica Alas
Signature of SSC Chair	Lorna ▉

Include School Site Council agenda and minutes when SPSA Addendum was approved.

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☐ **There are no resource inequalities present in our SPSA**. Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved**. Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☑ **There is some evidence of resource inequalities in the current SPSA**. However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

SSC met to discuss, complete, and approve the **SPSA Addendum**. SSC looked at our SPSA plan to make sure that there were no inequities for our targeted student sub groups African-American, Filipino and Homeless. They are no longer marked as **other targeted students** but actually fully identified as African-American, Filipino and Homeless in the schoolwide interventions and resources.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, i-Ready diagnostic and growth data, common assessment performance, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation and University of California A-G requirements. Non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents as well as Social Emotional Learning (SEL) indicators such as student agency, identity, and sense of belonging. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

long
beach
unified
school
district

JAMES A. GARFIELD ELEMENTARY

2240 Baltic Avenue, Long Beach, California 90810
(562) 424-8167 fax (562) 595-8823

School-Parent-Student Compact
2023-2024

Garfield's school community vision is that **ALL** students will be on the path to college and career readiness. Students will possess critical thinking, problem solving, technological, and social skills, which enable them to be responsible productive citizens with global awareness in our ever-changing society. To support our vision, we the staff, parents/guardians, and students of Garfield Elementary School agree to:

Garfield Elementary School will:
- Provide a safe and secure learning environment for children to succeed.
- Provide an academic **learning program** that is rigorous and challenging.
- Provide **student homework** that is aligned with classroom learning.
- Communicate with parents/guardians on an ongoing basis regarding the academic progress of their children, as well as the classroom discipline and homework policies.
- Encourage parents/guardians to participate in the governance of the school through the School Site Council, English Learners Advisory Committee and offer parent education opportunities.

Teacher Signature_____ Date_____

Principal Signature: *Monica Alas*   Date: **10-10-23**
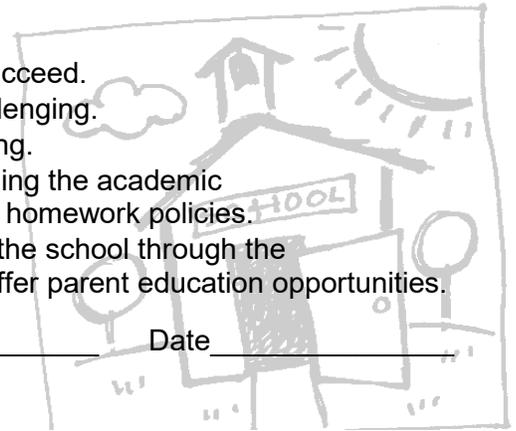
As parents/guardians, we will:
- **Drive safely around school, follow street laws and look for pedestrians crossing.**
- Attend Back-to-School Night, Parent Conferences, and Open House.
- Be responsible for getting our children to school everyday and on time.
- Make sure our children get a good night's sleep and eat a healthy breakfast.
- **Communicate with teacher** and/or participate in school activities, committees or workshops
- Read with or to TK-2nd grade children at least 20 minutes per day.
  Ensure 3rd-5th grade students are reading independently 30-45 minutes daily.
- Assist our children and develop responsibility with behavior, homework and technology use.

Parent or guardian signature_____ Date _____
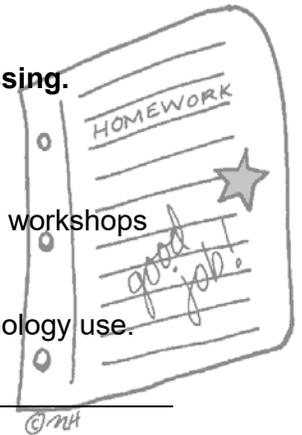
As a student, I will:
- Attend school daily (unless ill) and **on-time**.
- Do my very best on my schoolwork and homework.
- Show respect for other students, all staff and myself.
- Make good choices in class, cafeteria **and playground.**
- Read every night for at least 20 minutes (grades TK-2).
- Read every night for at least 30-45 minutes (grades 3-5).
- Try my best as a **Scholar and Digital Citizen**
- Follow the *Keys to Success & Monthly Character Traits*
- *Earn blue slips for following my TIGERS and go shopping at the stu*

Student Signature_____ Date_____

JAMES A. GARFIELD ELEMENTARY

2240 Baltic Avenue, Long Beach, California 90810
(562) 424-8167 fax (562) 595-8823

Compacto entre Escuela- Padres de familia- Estudiantes
2023-2024

La visión de la comunidad escolar de Garfield es que **TODOS** los estudiantes vallan preparados en camino al colegio y carreras. Ellos poseerán pensamientos críticos y habilidades para analizar, resolver problemas, uso de tecnología, y relaciones sociales, las cuales les capacitarán para ser ciudadanos responsables, productivos y conscientes para esta sociedad que cambia constantemente. Para apoyar nuestra visión, nosotros el personal de apoyo, padres, tutores y estudiantes de la Escuela Elemental Garfield, estamos de acuerdo a:

La Escuela Garfield proveerá:

- Un ambiente de aprendizaje sano y seguro para el éxito de los estudiantes.
- Un **programa de aprendizaje** académico riguroso y desafiante.
- **Tarea** que sea al nivel del aprendizaje del salón de clase.
- Comunicación con los padres/tutores regularmente con respecto al progreso académico de su hijo/a al igual que la disciplina de salón y la póliza de tarea.
- Alentar a padres/tutores en participar en la gobernación de la escuela en el Concilio Escolar, en el Comité Consejero Para Estudiantes Aprendiendo inglés, entre otros y ofrecen clases para padres.

Firma del Maestro/a_____ Fecha_____

Firma de la Directora: *Mrs. Alas*   Fecha: **10-10-23**
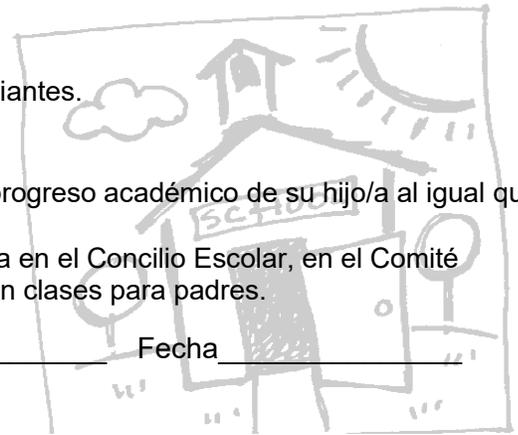
Como padres/tutores, yo:
- **Maneje con seguridad alrededor de la escuela, siga las leyes de la calle y esté atento a los cruces de peatones.**
- Asistiré a la Noche de Regreso a la Clases, Conferencias, y la Escuela Abierta (Open House)
- Seré responsable con la asistencia y puntualidad de mi hijo/a.
- Me asegurare que mi hijo/a duerma lo suficiente y que tome desayuno saludable.
- **Comunicarse con la maestra** y participar en eventos escolares, y asistiré a los talleres para padres.
- Leeré o asistirá a mi hijo/a de TK-2 grado por 20 minutos por diariamente.
- Asistiré en la lectura de mi hijo/a de 3º a 5º grado por 30-45 minutos diariamente.
- Ayudare a mi hijo/a con la tarea y le desarrollare hábitos de responsabilidad por su tarea y tecnología.

Firma de padre o tutor_____ Fecha _____
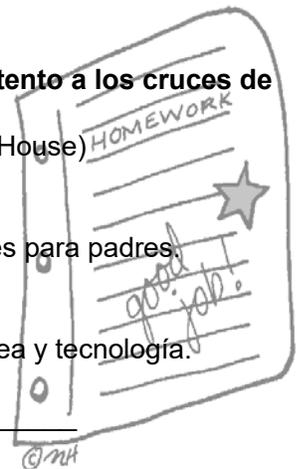
Como estudiante, yo:
- Asistiré diariamente a la escuela, a tiempo y en uniforme.
- Me esforzare por hacer el mejor trabajo en clase y en casa con mi tarea.
- Demostrare respeto por mi persona y los demás.
- Haré decisiones correctas en clase, cafetería y **durante recreo en el patio**.
- Leeré todas las noches por 20 minutos por lo menos (grados TK-2).
- Leeré todas las noches por 30-45 minutos por lo menos (grados 3-5).
- Hare lo mejor como un **Académico y Ciudadano Digital.**
- Seguiré las *llaves del éxito (rasgos de carácter mensuales)* de Garfield.
- **Colectar Boletas Azules por seguir mis TIGERS e ir de compras a la tiendita de estudiantes**

Firma del estudiante_____ Fecha_____

James Garfield Elementary
Parent & Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, **Garfield** has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Garfield's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I
Garfield agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, a Parent Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- Make the Parent Involvement Guidelines available to the local community.
- Periodically update the Parent Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its Parent Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.
DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Garfield will take the following actions to involve parents in the joint development and joint agreement of its Parent Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

    - Attendance at one of the district trainings or school site training. Topics include:
        i. Responsibilities & Roles of SSC and its members
        ii. Composition of SSCs
        iii. Budgetary considerations
        iv. Single Plan for Student Achievement
        v. Role of ELAC and other advisory committees

    - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
        i. Invite other parents and stakeholders to attend the meeting
        ii. Advertise in Title 1 Newsletter, at Back-to-School night, through Schoolmessenger, etc.

- At Meeting
    i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
    ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
    iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions

2. Garfield will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
    - At a SSC & ELAC meeting
    - Annual Title I Meeting
    - Main Office Counter
    - Back to School Night
    - Parent Teacher Fall Conferences
    - Parent, Teacher Organizational Meetings
    - Schoolmessenger announcements when appropriate

3. Garfield will update periodically its school's Parent Involvement Guidelines to meet the changing needs of parents and the school:
    - At SSC and ELAC meetings
    - Parent information meetings
    - SSC must vote to approve the guidelines
    - Interventions meetings (SST)
    - Public school choice notifications
    - Family Event Nights
    - Parent, Teacher Organizational Meetings
    - Informal meetings with the Principal
    - School Safety Committee Meetings

4. Garfield will convene an Annual Title 1 Public Meeting to inform parents of the following:
    - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
    - Meetings offered hold a flexible number of meetings at varying times
    - Notifications/fliers sent home in language parents understand
    - Announcement made on school marquee and school messenger
    - Incentives, refreshments, and child care provided, if possible

5. Garfield will provide updated information to parents about Title I programs throughout the school year:
    - On Main Office Counter
    - At SSC, ELAC meetings and other parent meetings (PTO/DELAC/DCAC, etc.)
    - Parent Teacher conferences
    - Back to School Night
    - Monthly Calendar of School Events (posted and sent home)

6. Garfield will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Parent workshops; parent surveys
- Principal chats
- In school newsletters
- Back-to-School night
- At SSC & ELAC meetings
- Family Event Nights planned around Content Standards
- School messenger/School Web-site
- Parent Teacher conferences
- Daily Parent Communication with teachers
- State and District provided parent letters (SBAC, ELPAC)

7. Garfield will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordination of Transitional Kindergarten
- Promotion/advertisement of the District's Kindergarten festivals
- Kindergarten Orientation Meeting

8. Garfield will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School site council meetings

PART III

SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Garfield will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for parents and staff
- Parent-Teacher Conferences
- Parent education workshops on site based on parent survey and requirements including timely information about the standards and proficiency levels for each grade
- Monthly calendars of Parent Workshops sent home and posted on district website
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click "P" for Parent Involvement
- Family Event Nights on site planned and delivered by staff around curricular areas
- Promote and encourage the involvement of parents in the VIPS program in order to increase the awareness of parents by having them work in classrooms to support their children
- School website and school messenger

2. Garfield **will** incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:
- Outlines shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at SSC and ELAC meetings
- School site council must vote to approve compact
- Compact will be shared at Back to School Night or Fall Parent-Teacher Conferences; signed by parent, teacher & student
- Copy sent home with each student in the appropriate language

3. Garfield will, with the assistance of its district, assist parents of children served by the school in understanding topics such as the following
- the state's academic content standards
- the state and local academic assessments including alternate assessments
- The requirement of Title 1
- How to monitor their child's progress and work with teachers

4. Garfield will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent Workshops in the following areas:
    ~College and Career Readiness
    ~Understanding the Content Standards
    ~Technology
Other workshops to be determined by parent surveys, SSC or ELAC

5. Garfield will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Teacher/Staff Training

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translations of all monthly calendar events, meetings and programs by support staff and teachers who are bilingual consisting of:
    ✓ IOA Bilingual
    ✓ Bilingual Teachers National Board Certificated Teachers, Bilingual
- Use of school messenger phoning system to notify parents of programs, meetings and other activities will be used in both English and Spanish with translations provided on the phone by:
    ✓ Principal
    ✓ School IOA-Bilingual
    ✓ School Counselor
    ✓ School Secretary

PART IV.
DISCRETIONARY SCHOOL PARENT INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The Parent Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

<p style="text-align:center">*   *   *   *   *   *   *   *</p>

<p style="text-align:center"><u>PART V.</u>   <u>ADOPTION</u></p>

This <u>Garfield Elementary</u> Parent Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **<u>10/10/23</u>** and will be in effect for the period of <u>1 year</u>. The school will distribute the Guidelines to all parents on or before next school site council meeting. <u>Garfield Elementary</u>**,** when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

_____*Monica Alas*_____
Signature of Principal

_____**10-10-23**_____
Date

Escuela Elementaria James Garfield
Pautas para la participación de los padres y familias

Como escuela que recibe fondos de la Parte A del Título 1, **Garfield** ha desarrollado adjunto con los miembros del Concilio de Consejo Escolar y distribuirá a los padres de los niños participantes, una Guía Escolar de la Participación de los Padres, que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las escuelas primarias y secundarias (ESEA) Las Guías establecen las expectativas de Garfield para la participación de los padres y describe como la escuela implementará un número de actividades específicas para la participación de los padres. El Compacto entre la Casa y la Escuela se incorporará dentro de las Guías Escolares de la Participación de los Padres.

PARTE 1
Garfield está de acuerdo de implementar los siguientes requisitos:
- Junto con los padres desarrollar y distribuir a los padres participantes en el programa, las Guías de Participación para los Padres, en el cual los padres la escuela y los niños estuvieron en común acuerdo.
- Avisarles a los padres a cerca de Las Guías de la Participación Paternal Escolar de una manera que sea comprensible y uniforme y que se pueda practicar, estas guías se distribuirán a los padres en el idioma que ellos puedan entender.
- Tener las Guías de la Participación Paternal Escolar disponibles a la comunidad.
- Periódicamente actualizar las Guías de Participación Escolar de los Padres, para satisfacer los cambios de necesidades tanto de los padres como de la escuela.
- Adoptar el Compacto Escolar entre padres y la escuela como un componente de su Guía de Participación Paternal Escolar.
- Esta de acuerdo en ser gobernado por el siguiente estatuto definido como la participación paternal y llevara a cabo programas, actividades, y procedimientos de acuerdo a esta definición.

PARTE 11.
DESCRIPCIÓN DE CÓMO LA ESCUELA VA A IMPLEMENTAR LOS REQUISITOS DEL COMPONETE DE LAS GUÍAS DE PARTICIPACIÓN PATERNAL, ESCOLAR.

1. **Garfield tomara** los siguientes pasos para animar a los padres a participar en el desarrollo de sus Guías de Participación para Padres de acuerdo a la sección escolar 1118(b) de ESEA:

   - Asistir a uno de los entrenamientos en el distrito o en su escuela en particular: Temas incluidos:
     - i. Responsabilidad y el papel de los Miembro incluidos del SSC
     - ii. Cuál l es la composición del SSC
     - iii. Examen de los presupuestos
     - iv. Plan único de logros del estudiante
     - v. El papel de ELAC y los otros comités de consejo.

   - Planear reuniones con los padres del SSC y ELAC para revisar la información anterior de las actividades descritas en el Plan Único de los logros del estudiante.
     - i. Invitar a los padres y a otros accionistas a asistir a las juntas
     - ii. Anunciar en el boletín de Noticias del Título 1 Noche del regreso escolar (Back to School Night) Teleparent, etc.
   - En las reuniones
     - i. Revisar las Guías del Plan Único de Logros del estudiante Como un grupo anotar los cambios y hacer los ajustes necesarios (eliminar o incorporar) cuando sea necesario.
     - ii. Actualizar la Guía de Participación Escolar de los Padres y el Compacto Escolar entre la casa y la escuela.
     - iii. Traducciones orales y por escrito disponibles en español y camboyano para permitirles a los padres su intervención en las discusiones.

2. **Garfield** tomara los siguientes pasos para distribuir a los padres y la comunidad local, las Guías de Participación Escolar de los Padres:

- SSC y ELAC (concilio del Consejo Escolar, Comité Asesor del Estudiantado que está aprendiendo inglés)
- Sección del Boletín
- Reunión Anual del Título 1
- En el mostrador de la oficina principal
- Noche de Regreso Escolar (Back to School Night)
- Conferencias de Otoño con Padres y Maestros
- Juntas de la organización Padres y Maestros (PTK)

3. **Garfield** revisará periódicamente la Guía para la Participación Escolar de los Padres, para satisfacer las necesidades y los cambios de los padres y de la escuela:

- En las juntas de SSC y ELAC
- Juntas de información para padres
- El Concilio de Consejo Escolar tiene que votar para aprobar esta guías
- Juntas de Intervención (SST)
- Notificaciones de Opciones de Escuela
- Noches de eventos familiares
- Juntas de la organización Padres y Maestros (PTO)
- Juntas informales "Cafecito con la Directora"
- Juntas del Comité de Seguridad

4. **Garfield** convocará juntas anuales públicas del Programa del Título 1 para informar a los padres lo siguiente:

- Los requisitos del Programa del Título 1, como se utilizan los fondos del Título 1, en esta escuela y los derechos que tienen los padres de participar
- Reuniones ofrecidas a diferentes días y horas
- Boletines de aviso enviados a casa en el idioma que los padres puedan comprender
- Anuncios puestos en el letrero de la escuela(marquee) por Schoolloop y Teleparent
- Incentivos refrigerios y cuidado de niños es proveído

5. **Garfield** proveerá a los padres información al corriente a cerca de los Programas del Título 1 durante el año escolar:

- Sección del periódico escolar
- En el mostrador principal de la escuela
- En las reuniones de SSC, ELAC y otras reuniones de padres (PTO/DELAC,DCAC, etc.)
- Conferencias de Padres y Maestros
- Noches de Regreso a Clase
- Calendario Mensual de Eventos Escolares (publicados y enviados a casa)

6. Garfield proporcionará a los padres una descripción y explicación del programa de estudio que se utiliza en la escuela, la forma de evaluación académica utilizadas para medir el progreso del estudiante usado para evaluar los niveles de progreso y el aprovechamiento que se espera que el estudiante obtenga: La escuela también proveerá en las decisiones relacionadas a la educación de sus hijos:

- Talleres de capacitación para padres, encuestas
- Charlas con el director(a)
- Anuncios en los periódicos escolares
- Noche de regreso a la escuela (Back to School night)
- En las reuniones de SSC y ELAC
- Eventos Familiares planeados alrededor del Contenido de Estándares
- School Loop
- Conferencias de Padres y Maestros

- Comunicación diaria de maestros con los padres
- Cartas para padres del Distrito y del Estado (SBAC, Benchmarks, ELPAC)

7. **Garfield** coordinara e integrara un programa de participación de los padres con Head start, Early Reading First (lectura a temprana edad) escuela preescolar pública y otros programas que anima ha y apoyan a los padres a su participación temprana en la educación de sus hijos por:
- Coordinación del programa de transición del Jardín de Niños en sitios seleccionados
- Promover, anunciar los festivales del distrito de Jardín de Niños

8. **Garfield** presentara al distrito cualquier comentario de los padres si el plan general escolar bajo la sección (1114) (b)(2) no es satisfactorio para los padres de los niños participantes:
- En las juntas del Concilio Escolar

<u>PARTE 111</u>

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. **Garfield** construirá una alta capacidad escolar y de los padres, para su participación total, para asegurar una participación efectiva de los padres y ser aleados para que con su apoyo se desarrolle la alianza de su participación de padres en la escuela y su comunidad para mejorar los logros académicos del estudiante:
- Entrenamiento del distrito ofrecido para los padres y el personal
- Talleres de capacitación para padres en la escuela y las juntas de comunidad, las cuales proveen actualizaciones de estándares para cada grado escolar regularmente.
- Conferencias entre padres y maestros
- Calendarios mensuales puestos en la Web del distrito anunciando los talleres de capacitación para padres.
- En reuniones como DCAC, DELAC y otras reuniones al nivel del distrito
- Recursos del Distrito oprima "P" para Parent Involvement (involucramiento de padres)

2. **Garfield** incorporará el Compacto entre la escuela y la casa, como componente del Plan de Guía de la Participación Paternal Escolar
- Definir las responsabilidades compartidas entre la casa, la escuela y el estudiante para sus logros académicos
- Desarrollar, discutir y revisar, en las primeras reuniones de SSC y ELAC
- El SSC tiene que votar para aprobar el compacto
- El compacto se compartirá con los padres en las conferencias de otoño; firmado por padres, maestros, y estudiantes
- Una copia se mandará a casa con los estudiantes en su lenguaje de hogar

3. **Garfield** va a proveer con la ayuda del distrito asistencia a los padres de los niños que reciben servicios del distrito en la comprensión de los temas como los siguientes:
- Las Normas Académicas del Estado
- Las Evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas
- El requerimiento de Titulo 1
- Como monitorear el progreso de su estudiante y trabajar con maestros

4. **Garfield** va a proveer con ayuda del distrito materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos en el mejoramiento de su desarrollo académico, como entrenamientos de

alfabetización usando la tecnología, cuando sea apropiado para fomentar la participación de los padres como:

- Talleres de capacitación para padres en las siguientes áreas:
    - ~ Preparación universitaria y profesional
    - ~ Comprensión de los estándares de contenido
    - ~ Tecnología
    - Otros talleres serán determinados por encuestas a los padres, SSC o ELAC

5. **Garfield** con la ayuda de su distrito y los padres educar a sus maestros y al personal, en la forma de cómo llegar a comunicarse con y trabajar con los padres como socios a un mismo nivel en el valor y lo útil que son las contribuciones de los padres y como implementar y coordinar los programas para padres y crear lazos entre los padres y las escuelas por medio de:

- Entrenamientos de Maestros y Personal de Apoyo

6. **Garfield** tomara a un extremo apropiado y visible las siguientes acciones para asegurar que la información relacionada a la escuela y los programas de los padres, reuniones y otras actividades, sea enviada a los padres de los estudiantes participantes en un formato uniforme, incluyendo otras formas si es solicitado y a un exento aplicable en un leguaje que los padres puedan comprender:

- El personal que hará las traducciones por escrito de los materiales, calendarios de eventos, y avisos que serán enviados a los padres son:
    - Asistente de Oficina Bilingüe
    - Maestros Bilingües Certificados por la Barra Nacional de Maestros Bilingües
- El uso del sistema de mensajes Teleparent se usará para mandar avisos de juntas, eventos, y programas en inglés y español. Las traducciones serán echas por:
    - La Directora
    - Asistente de Oficina Bilingüe
    - Consejera Escolar
    - Secretaria Escolar

PARTE 1V,
COMPONENTES DEL PLAN DE LA GUÍA DE LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA, DEJADO A LA DISCRECIÓN DE LA ESCUELA

AVISO: La Guía de Participación de los padres en la escuela, puede incluir párrafos adicionales y describir otras actividades a la discreción de la escuela, en consultar con los padres para elegir y llevar a cabo el desarrollo de la capacidad de los padres para que participen en el apoyo a la escuela para los logros del desarrollo académico de sus hijos como por ejemplo las actividades a discreción enumerada bajo la sección 1118(e) del ESEA:

- La participación de los padres en el desarrollo de entrenamientos de los maestros, directores y otros educadores para mejorar la efectividad de los entrenamientos
- Proveyendo los entrenamientos de alfabetización necesarios para los padres con los fondos del Título 1 Parte A, si el distrito escolar ha exhaustivo todos los recursos disponibles para los entrenamientos
- Pagando por los gatos necesarios asociados con las actividades de participación de los padres, incluyendo transportación y costo del cuidado de niños, para que los padres puedan participar en las juntas relacionadas a la escuela y sus entrenamientos.
- Entrenando a los padres a enriquecer la participación de otros padres

- Para llegar al máximo de la participación de los padres en la educación de sus hijos y colaborar con arreglar reuniones escolares a diferentes horarios y días y conducir conferencias en casa, entre los padres y la escuela y otros educadores que trabajan directamente con los niños participantes, de los padres que no pueden asistir a esas conferencias en la escuela.
- Adoptar e implementar modelos de acercamiento para mejorar la participación de los padres.
- Establecer un concilio del consejo al nivel del distrito (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de los padres en los programas del Título 1 Parte A.
- Desarrollar el papel apropiado para los negocios y organizaciones comunitarias, incluyendo organizaciones relacionadas con la fe, en actividades de participación paternal y
- Proveer otros apoyos razonables para la participación de los padres en las actividades relacionadas cuando sean requeridas bajo la sección 1118 cuando sea solicitado por los padres.

<p style="text-align:center">*   *   *   *   *   *   *   *</p>

PARTE V. ADOPCIÓN

Esta Guía de Participación Escolar para Padres ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas del Título 1 Parte A. Estas Guías fueron adoptadas por los miembros del SSC en **10 de octubre 2023** y serán efectivas por un periodo de 1 año. Garfield proveerá una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

_____Monica Alas_____

(Firma de la directora autorizado)

____10-10-23_____

Fecha