

# Garfield Community School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Garfield Community School
<b>Street</b>	3600 Middlefield Road
<b>City, State, Zip</b>	Menlo Park, CA 94025
<b>Phone Number</b>	(650) 482-2405
<b>Principal</b>	Lupe Torres-Khalil
<b>Email Address</b>	ltorres@rcsdk8.net
<b>School Website</b>	<a href="https://garfield.rcsdk8.net">https://garfield.rcsdk8.net</a>
<b>County-District-School (CDS) Code</b>	41-69005-6044473

## 2023-24 District Contact Information

<b>District Name</b>	Redwood City School District
<b>Phone Number</b>	(650) 482-2200
<b>Superintendent</b>	Dr. John Baker, Ed.D.
<b>Email Address</b>	jbaker@rcsdk8.net
<b>District Website</b>	www.rcsdk8.net

## 2023-24 School Description and Mission Statement

Garfield Community School, housed in neighboring Menlo Park, is surrounded by a beautiful tree-lined field, full size gymnasium, amazing murals, an inviting, supportive Family Center and a newly remodeled library. Garfield Community School is a culturally-responsive, child-centered, and family-focused positive learning community. Our students are provided a supportive educational experience while supporting their social, emotional, physical, and intellectual needs. Technology reinforces students' daily classroom experiences, with one device for each 3rd through 8th grade student and 1 device for every 2 students in grades k-2. Garfield offers families additional assistance with school uniforms, health needs, emergency financial support, food banks, Parent Universities, and mental health. Our on-site Boys and Girls Club facilitates social and academic opportunities through an extended day option for students in kindergarten through eighth grades.

Garfield Community School is more than a building where students learn basic subjects—it is a safe learning atmosphere where students and their families are part of a bigger family. The support and care of teachers, staff members and other Garfield families encourage each student's individual gifts, talents, and their social, emotional, physical and intellectual growth. Students have various opportunities to engage in experiences to build social-emotional and leadership skills through: Peer Empowerment, Student Council, Community Circles, Jujitsu, music and PE classes, BaileFolklorico, BAWSi Girls, and various other student activities. Throughout the school year our school community enjoys events such as Read On The Green, Reading Banquet, Spring Fling, awards ceremonies and the Winter Festival. Through our positive school behavior focus, students learn to approach conflicts and problem solving using respect, responsibility, relationship building and relationship repairing. Garfield Community School flourishes because our entire school community—parents, staff, students, and community partners—embrace families, which are at the core of our students' cultures.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	49
Grade 2	51
Grade 3	51
Grade 4	62
Grade 5	65
Grade 6	63
Grade 7	62
Grade 8	62
Total Enrollment	515

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
Asian	0.6%
Hispanic or Latino	98.4%
White	1%
English Learners	67.4%
Foster Youth	0.2%
Homeless	1.9%
Migrant	1%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	14.4%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.00	57.14	264.40	71.82	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	1.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	23.81	33.90	9.22	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	7.14	30.20	8.20	12115.80	4.41
<b>Unknown</b>	2.50	11.90	35.00	9.51	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	368.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.30	70.27	267.90	71.82	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.40	2.11	10.40	2.80	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	6.46	39.00	10.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.31	20.70	5.56	11953.10	4.28
<b>Unknown</b>	3.90	16.80	34.90	9.36	15831.90	5.67
<b>Total Teaching Positions</b>	23.20	100.00	373.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	4.00	1.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	<b>1.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	0.50	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.50</b>	<b>1.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.7	2.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2023-2024 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2023 District Textbook Audit, in regards to student editions in use at Garfield Elementary School during the current school year (2023-2024).

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017  Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015  Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008	Yes	0%
<b>Mathematics</b>	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023  CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016	Yes	0%
<b>Science</b>	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008  Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
<b>History-Social Science</b>	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006	Yes	0%

Foreign Language

0%

## School Facility Conditions and Planned Improvements

Garfield Elementary School was originally built in 1926 and is currently comprised of 30 classrooms, one computer lab, library, multi-use building, two playgrounds and a baseball and soccer field. There are two additional portable classrooms. The school was completely modernized in 1998 and further renovated in 2001-2005 as a result of two separate bond projects. The following projects were completed with these two bond measures:

- Construction of a new seven classrooms building.
- Construction of a new Multi-use building.
- Renovation of all classrooms and restrooms in the old buildings.
- Upgrade of computer lab and library building
- Roofing replacements
- Installation of fencing, security systems and security cameras on the campus.
- Resurfacing of parking lot.
- Upgrading of restrooms to meet the ADA requirements

Garfield School provides a safe and clean environment for students, staff and parents. Basic cleaning operations are performed on a daily basis throughout the school year on the campus by three custodians. Thorough maintenance occurs during the summer break. In the 2008-2009 school year, the school converted an existing classroom into a state-of-the-art science lab, and replaced the roof on the main building using state emergency repair funds. Major investments in facilities repair took place in the beginning of the 2009-2010 school year with the return to the school district, including resurfacing of the playground, safety upgrades to the parking lot, and tree-trimming, as well as numerous carpentry repairs in the classrooms. Garfield is about to begin a large construction project that will provide a new middle school building, library, outside amphitheater, and eating area. Existing classrooms will be upgraded and our early childhood education program will receive a new complex as well.

Garfield Elementary School is now occupying buildings and facilities modernized by the Measure T bond completed earlier this year (August) of 2022. A new library, as well as classrooms, are integrated into the same structure. These classrooms replace the classrooms removed from the administration building to make room for the new outdoor amphitheater and lunch shelter. Modernization of the HVAC units, security systems, and high-speed data cabling are just some of the new improvements on the existing campus. revamping of electrical and plumbing infrastructure has also occurred in portions of the campus that have long needed updating. The additional parking spaces are a welcome relief to the previously overcrowded front entrance parking layout previously maintained by the district. This provides a safer entrance and egress for both student drop-off and pick-up, Bus transportation, and the general public

Year and month of the most recent FIT report

12/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			CDC 3: Cracked wall plate WO # 102923 Room 12: High Storage WO # 102925 Room 2: High Storage WO # 102937 Room 3: High Storage WO # 102938 Room 13: Clutter WO # 102926 Family Center High Storage WO # 102933 Room 23: HIGH STORAGE WO # 102943
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>		X	<p>Main Office: Light Out WO # 102934                  CDC 3: Cracked wall plate WO # 102923                  Room 5: Light out WO # 102939                  CDC3:WALL PLATE NEEDED WO # 102940                  Room 16 wall plate broken WO # 102928                  Room: 23 Lights out WO # 102942                  Staff Room: wall plate is broken WO # 102936                  Room 24: Plug doesn't work WO # 102944                  MUB: Lights WO # 102946                  Computer lab: Adjust motion detector WO # 102947</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>Boys' RR: Urinal slow WO # 102932                  Girls RR: Flush is slow WO # 102935                  Girls' RR: Sink is slow to drain WO # 102927                  Room 18: The plug doesn't work WO # 102929                  Room 19: Light out WO # 102930</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		new 200: Damage to wall WO # 102924
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Room 20: DOOR CLOSURE NEEDS ADJUSTMENT                  WO # 102931                  Room 21: Needs a door sweep WO # 102941                  Room 29: Door closes too fast WO # 102945</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	17	16	43	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	10	8	33	35	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	346	341	98.55	1.45	16.13
<b>Female</b>	166	163	98.19	1.81	19.02
<b>Male</b>	180	178	98.89	1.11	13.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	341	336	98.53	1.47	16.37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	191	186	97.38	2.62	4.84
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	323	319	98.76	1.24	16.30
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	49	49	100.00	0.00	2.04

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	345	345	100.00	0.00	8.41
<b>Female</b>	165	165	100.00	0.00	7.88
<b>Male</b>	180	180	100.00	0.00	8.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	340	340	100.00	0.00	8.53
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	190	190	100.00	0.00	2.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	322	322	100.00	0.00	8.07
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	49	49	100.00	0.00	2.04

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	5.04	6.03	29.85	34.22	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	121	119	98.35	1.65	5.88
<b>Female</b>	58	56	96.55	3.45	3.57
<b>Male</b>	63	63	100.00	0.00	7.94
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	120	118	98.33	1.67	5.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	60	59	98.33	1.67	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	112	110	98.21	1.79	6.36
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	18	18	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90%	94%	94%	94%	94%
Grade 7	92%	92%	92%	92%	92%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Families play an integral role at Garfield School and in their child's education. We offer and encourage formal and informal opportunities for parent involvement and have seen an increase in their participation over the last year.

Parents attend the monthly meetings of the School Site Council and English Language Advisory Committee where they receive information and give their input about budgets, the SPSA, School Safety Plan, academic programs, social/emotional child development, and other school information. In addition, Garfield holds "Cafecitos" (Coffee with the Principal) once or twice a month so that parents can have an open dialogue with school leadership. Parents also have opportunities to volunteer at school-wide events or programs such as Trunk or Treat, Movie Nights, Vision Testing, and Picture Day. We also hold a Día del Niño field day and are fortunate to have many parents volunteer at activity stations and with food donations.

Although more stringent guidelines make it difficult for some parents, many families also participate in field trips to places such as museums and Año Nuevo State Park to view sea lions in their natural habitat. Families are also invited to campus for our Awards Assemblies or individual classroom events. Garfield has also hosts information nights for parents on topics such as bullying and will continue to discuss other subjects such as supporting students in reading, the importance of consistent attendance, and, with the help of our school resource officer, cyber-safety and vaping.

Teachers make themselves available to families and establish ongoing communication via in person conversations, email, texts, phone conferencing and other virtual platforms. Garfield's Community Gazette, website and Facebook page provide information about our district, school, and upcoming events to parents. Flyers and ConnectEd communications are also shared via phone calls, texts and emails. All communications are translated and interpreters are provided whenever necessary.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	523	180	34.4
Female	245	244	71	29.1
Male	282	279	109	39.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	520	516	177	34.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	3	75.0
English Learners	362	361	124	34.3
Foster Youth	1	1	0	0.0
Homeless	17	17	9	52.9
Socioeconomically Disadvantaged	494	490	161	32.9
Students Receiving Migrant Education Services	5	5	2	40.0
Students with Disabilities	86	85	43	50.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.35	5.50	0.07	3.02	3.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.5	0
Female	4.49	0
Male	6.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.42	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.65	0

## 2023-24 School Safety Plan

The school health and safety policy is annually updated and reviewed in consultation with staff and the School Site Council (SSC). It was last updated in December-January 2023 and approved by the Board on January 24, 2023. The policy is shared with all staff at the August staff meeting before school begins and is included in the staff handbook. Staff and students review and practice Big 5 Emergency Information and Drill procedures throughout the year. This includes evacuation drills, drop-cover-hold, and lockdown-barricade. Teacher Emergency folders have been updated and “Go Backpacks” were purchased and filled with supplies for each classroom. The Safety Plan is also shared with parents during a SSC meeting in the fall of each school year and included in the Student/Family Handbook. Partners also receive a copy of the plan, and a copy is kept in the school office. In addition, all staff participates in training that reviews state and district policies such as mandated reporting, sexual harassment, prevention of drug, tobacco, and alcohol use, etc. at the start of each school year. The safety plan will be reviewed and updated between November 2023-January 2024 and will be approved at our January 2024 School Site Council Meeting.

Student health and safety is also supported with a Positive Behavioral Interventions and Supports (PBIS) Plan. Behavior expectations, interventions, and consequences are introduced in August and are revisited throughout the year by teachers as well as during school-wide assemblies and classroom visits led by leadership or guest speakers such as authors and our School Resource Officer. Garfield also began extensive Restorative Practices staff development to begin implementation of restorative circles, which offer an alternative to punitive consequences such as suspension and detention and builds community understanding of the importance of shared values, and adult-student/student-student relationships. In addition, we are continued our Social-Emotional Learning (SEL) Program. The program is designed to help students feel safe coming to school, centers on the CASEL competencies (SEL “standards”), and includes Second Step (K-3) and We Do It For The Culture (4th-8th) curricula.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	27		2	
2	20	1	2	
3	16	2	2	
4	21	1	2	
5	31		2	
6	30		10	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	
1	14	5	2	
2	13	5	2	
3	19	2	4	
4	15	4	3	
5	14	5	3	
6	29	1	10	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	2	0
1	14	4	2	0
2	15	4	2	0
3	15	4	2	0
4	19	2	4	0
5	18	4	2	0
6	30	1	12	1
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,272	\$8,147	\$9,125	\$75,223
District	N/A	N/A	\$10,477	
Percent Difference - School Site and District	N/A	N/A	-13.8	-15.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	32.2	-14.8

## Fiscal Year 2022-23 Types of Services Funded

### Federal Funding:

Title I: Basic Grants Low Income  
 Title I: Migrant Education  
 Special Education  
 Title II: Part A Teacher Quality  
 Title IV: Part B 21st Century Community Learning Centers  
 Title III: Limited English Proficiency  
 Medi-Cal Billing Option

### State Funding:

After School Education and Safety ("ASES")  
 Lottery: Instructional Materials  
 Special Education

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$54,215
Mid-Range Teacher Salary		\$86,843
Highest Teacher Salary		\$111,440
Average Principal Salary (Elementary)		\$140,851
Average Principal Salary (Middle)		\$147,065
Average Principal Salary (High)		\$142,189
Superintendent Salary		\$252,466
Percent of Budget for Teacher Salaries	28.02%	33.16%
Percent of Budget for Administrative Salaries	8.18%	5.15%

## Professional Development

### 2023-2024

The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

### 2022-23

The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

### 2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving "Student Learner" profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through "Lead Learner" structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	5