

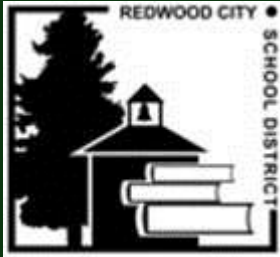
Garfield Elementary

3600 Middlefield Ave. • Redwood City, CA 94063 • (650) 369-3759 • Grades K-8

Michelle Griffith, Principal

mgriffith@rcsd8.net

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Redwood City School District

750 Bradford Street
Redwood City, CA 9406
(650) 482-2200
www.rcsd8.net

District Governing Board

Alisa MacAvoy, President
Hilary Paulson, Vice President
María Díaz-Slocum, Clerk
Dennis McBride, Member
Janet Lawson, Member

District Administration

Dr. John Baker
Superintendent
Dr. Linda Montes
**Executive Director, Educational
Services, Grades TK-5**
Wendy Kelly
**Executive Director, Educational
Services, Grades 6-8**
Wael Saleh
Chief Business Official
Leslie Crane
Director of Human Resources

School Description

Garfield Community School, housed on the border of Redwood City and Menlo Park, is surrounded by a beautiful tree-lined field, full size gymnasium, amazing murals and a newly renovated Family Center. Garfield Community School is a culturally-responsive, child-centered, and family-focused positive learning community. Garfield offers an engaging and culturally-responsive educational experience through enhancing our students' learning by valuing and leveraging our students' primary cultures. Technology reinforces students' daily classroom experiences, with one technological device for every two students, and we will soon increase to an almost one to one ratio. Garfield offers families additional assistance with school uniforms, health, 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 grade.

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 gain leadership skills, experience mentorships and internships with local businesses like Google and Facebook, learn art and photography, participate in cultural workshops and receive academic enrichment and support through tutoring and Reading Partners. Our after school STEM program offers real-world learning to our third through eighth grade girls. Throughout the school year our school community enjoys events such as Read On The Green, Reading Banquet, 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 the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (650) 369-3759 or the district office.

2014-15 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 59 |
| Grade 1 | 75 |
| Grade 2 | 81 |
| Grade 3 | 70 |
| Grade 4 | 67 |
| Grade 5 | 80 |
| Grade 6 | 77 |
| Grade 7 | 78 |
| Grade 8 | 57 |
| Total Enrollment | 644 |

2014-15 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| Asian | 0.3 |
| Hispanic or Latino | 96.9 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 1.2 |
| Two or More Races | 0.3 |
| Socioeconomically Disadvantaged | 73.1 |
| English Learners | 77.8 |
| Students with Disabilities | 10.6 |
| Foster Youth | 1.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

| Garfield Elementary | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|
| With Full Credential | 30 | 27 | |
| Without Full Credential | 0 | 2 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | |
| Redwood City School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 26 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 3 |

Teacher Misassignments and Vacant Teacher Positions at this School

| Garfield Elementary | 13-14 | 14-15 | 15-16 |
|-------------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments | 1 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers

| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
|-----------------------------|-------------------------------------|---|
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 99.5 | 0.6 |
| High-Poverty Schools | 99.5 | 0.5 |
| Low-Poverty Schools | 99.4 | 0.6 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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.

Additionally, EngageNY, <http://www.engageny.org> and elementary mathematics from Public Schools of North Carolina State Board of Education, <http://maccss.ncdpi.wikispaces.net> will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student’s mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), <http://mathshell.org>.

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 2015-2016 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 2015 District Textbook Audit, in regards to student editions in use at Garfield Elementary School during the current school year (2015-16).

| Textbooks and Instructional Materials Year and month in which data were collected: August 2015 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | <p>Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted 2009</p> <p>Pearson Literature for California & Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted 2009</p> <p>Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014</p> <p>Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015</p> <p>Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, 6th grade – State Approved, Board Adopted in 2009</p> <p>Glencoe / McGraw – Hill California Mathematics Concepts, Skills & Problem Solving ©2008, Pre-Algebra – State Approved, Board Adopted 2009</p> <p>Pearson Prentice Hall Algebra 1 Classics, Smith Charles ©2008 – State Approved, Board Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008</p> <p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: August 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|---|
| History-Social Science | Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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. A 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/14/2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | Girls' Bathroom in MUB: #5 Sanitary napkin disposal holders: 3 tops missing, one unit missing--not resolved from 2013-2015. |
| Electrical: Electrical | X | | | Staff Restroom: #7 One of three lights out. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | MUB: #9 Water fountain-low water pressure. Room 27: #9 Faucet loose. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/14/2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Safety: Fire Safety, Hazardous Materials | X | | | Library/Office: #10 Safety hazard-remove globes from top of book cases. Room 15: #10 high storage on cabinet (remove shelves). Issue not resolved from 2014. Room 21: #10 Two layers of high storage. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | 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], Science California Standards Tests); and
- The percentage of pupils 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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 22.20 | 19.80 | 7.40 |
| 7 | 14.30 | 20.80 | 14.30 |

* 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.

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 24 | 39 | 44 |
| Math | 12 | 31 | 33 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|--|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 49 |
| All Student at the School | 23 |
| Male | 26 |
| Female | 19 |
| Filipino | -- |
| Hispanic or Latino | 24 |
| Native Hawaiian or Pacific Islander | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 1 |
| Students with Disabilities | 26 |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

* Scores are not shown 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 19 | 27 | 23 | 52 | 55 | 49 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 73 | 69 | 94.5 | 65 | 29 | 4 | 1 |
| | 4 | 66 | 61 | 92.4 | 64 | 20 | 13 | 3 |
| | 5 | 82 | 79 | 96.3 | 52 | 23 | 24 | 1 |
| | 6 | 77 | 76 | 98.7 | 28 | 39 | 30 | 3 |
| | 7 | 80 | 74 | 92.5 | 26 | 41 | 30 | 1 |
| | 8 | 58 | 58 | 100.0 | 34 | 38 | 24 | 3 |
| Male | 3 | | 35 | 47.9 | 86 | 11 | 3 | 0 |
| | 4 | | 30 | 45.5 | 73 | 13 | 13 | 0 |
| | 5 | | 45 | 54.9 | 49 | 24 | 24 | 2 |
| | 6 | | 41 | 53.2 | 24 | 49 | 24 | 2 |
| | 7 | | 38 | 47.5 | 45 | 34 | 18 | 0 |
| | 8 | | 36 | 62.1 | 42 | 42 | 17 | 0 |
| Female | 3 | | 34 | 46.6 | 44 | 47 | 6 | 3 |
| | 4 | | 31 | 47.0 | 55 | 26 | 13 | 6 |
| | 5 | | 34 | 41.5 | 56 | 21 | 24 | 0 |
| | 6 | | 35 | 45.5 | 31 | 29 | 37 | 3 |
| | 7 | | 36 | 45.0 | 6 | 47 | 42 | 3 |
| | 8 | | 22 | 37.9 | 23 | 32 | 36 | 9 |
| Black or African American | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| Asian | 4 | | 1 | 1.5 | -- | -- | -- | -- |
| | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| Filipino | 3 | | 0 | 0.0 | -- | -- | -- | -- |
| | 4 | | 0 | 0.0 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 66 | 90.4 | 67 | 29 | 3 | 2 |
| | 4 | | 59 | 89.4 | 64 | 20 | 14 | 2 |
| | 5 | | 79 | 96.3 | 52 | 23 | 24 | 1 |
| | 6 | | 73 | 94.8 | 29 | 38 | 30 | 3 |
| | 7 | | 66 | 82.5 | 26 | 44 | 26 | 2 |
| | 8 | | 57 | 98.3 | 35 | 37 | 25 | 4 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 1.4 | -- | -- | -- | -- |
| | 6 | | 1 | 1.3 | -- | -- | -- | -- |
| | 7 | | 2 | 2.5 | -- | -- | -- | -- |
| | 8 | | 1 | 1.7 | -- | -- | -- | -- |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 3 | | 2 | 2.7 | -- | -- | -- | -- |
| | 4 | | 1 | 1.5 | -- | -- | -- | -- |
| | 6 | | 2 | 2.6 | -- | -- | -- | -- |
| | 7 | | 3 | 3.8 | -- | -- | -- | -- |
| Two or More Races | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 55 | 75.3 | 65 | 31 | 4 | 0 |
| | 4 | | 48 | 72.7 | 67 | 23 | 10 | 0 |
| | 5 | | 61 | 74.4 | 52 | 21 | 25 | 2 |
| | 6 | | 60 | 77.9 | 25 | 40 | 32 | 3 |
| | 7 | | 50 | 62.5 | 26 | 44 | 26 | 2 |
| | 8 | | 46 | 79.3 | 33 | 33 | 30 | 4 |
| English Learners | 3 | | 55 | 75.3 | 78 | 22 | 0 | 0 |
| | 4 | | 38 | 57.6 | 87 | 11 | 3 | 0 |
| | 5 | | 44 | 53.7 | 86 | 9 | 5 | 0 |
| | 6 | | 36 | 46.8 | 56 | 42 | 3 | 0 |
| | 7 | | 41 | 51.3 | 39 | 44 | 12 | 0 |
| | 8 | | 22 | 37.9 | 73 | 27 | 0 | 0 |
| Students with Disabilities | 3 | | 4 | 5.5 | -- | -- | -- | -- |
| | 4 | | 8 | 12.1 | -- | -- | -- | -- |
| | 5 | | 9 | 11.0 | -- | -- | -- | -- |
| | 6 | | 7 | 9.1 | -- | -- | -- | -- |
| | 7 | | 13 | 16.3 | 85 | 15 | 0 | 0 |
| | 8 | | 12 | 20.7 | 67 | 33 | 0 | 0 |
| Students Receiving Migrant Education Services | 3 | | 2 | 2.7 | -- | -- | -- | -- |
| | 4 | | 2 | 3.0 | -- | -- | -- | -- |
| | 5 | | 1 | 1.2 | -- | -- | -- | -- |
| | 6 | | 2 | 2.6 | -- | -- | -- | -- |
| | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| | 8 | | 1 | 1.7 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 73 | 72 | 98.6 | 74 | 17 | 10 | 0 |
| | 4 | 66 | 65 | 98.5 | 57 | 34 | 8 | 2 |
| | 5 | 82 | 82 | 100.0 | 73 | 20 | 5 | 2 |
| | 6 | 77 | 76 | 98.7 | 50 | 36 | 13 | 1 |
| | 7 | 80 | 75 | 93.8 | 40 | 35 | 16 | 8 |
| | 8 | 58 | 58 | 100.0 | 67 | 24 | 9 | 0 |
| Male | 3 | | 37 | 50.7 | 81 | 11 | 8 | 0 |
| | 4 | | 32 | 48.5 | 53 | 34 | 13 | 0 |
| | 5 | | 47 | 57.3 | 64 | 23 | 9 | 4 |
| | 6 | | 41 | 53.2 | 44 | 39 | 17 | 0 |
| | 7 | | 38 | 47.5 | 55 | 29 | 11 | 5 |
| | 8 | | 36 | 62.1 | 72 | 22 | 6 | 0 |
| Female | 3 | | 35 | 47.9 | 66 | 23 | 11 | 0 |
| | 4 | | 33 | 50.0 | 61 | 33 | 3 | 3 |
| | 5 | | 35 | 42.7 | 86 | 14 | 0 | 0 |
| | 6 | | 35 | 45.5 | 57 | 31 | 9 | 3 |
| | 7 | | 37 | 46.3 | 24 | 41 | 22 | 11 |
| | 8 | | 22 | 37.9 | 59 | 27 | 14 | 0 |
| Black or African American | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| Asian | 4 | | 1 | 1.5 | -- | -- | -- | -- |
| | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| Filipino | 3 | | 3 | 4.1 | -- | -- | -- | -- |
| | 4 | | 1 | 1.5 | -- | -- | -- | -- |
| | 5 | | 2 | 2.4 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 66 | 90.4 | 74 | 18 | 8 | 0 |
| | 4 | | 62 | 93.9 | 58 | 35 | 5 | 2 |
| | 5 | | 80 | 97.6 | 73 | 20 | 5 | 3 |
| | 6 | | 73 | 94.8 | 52 | 34 | 12 | 1 |
| | 7 | | 67 | 83.8 | 39 | 36 | 18 | 6 |
| | 8 | | 57 | 98.3 | 67 | 25 | 9 | 0 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 1.4 | -- | -- | -- | -- |
| | 6 | | 1 | 1.3 | -- | -- | -- | -- |
| | 7 | | 2 | 2.5 | -- | -- | -- | -- |
| | 8 | | 1 | 1.7 | -- | -- | -- | -- |

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White | 3 | | 2 | 2.7 | -- | -- | -- | -- |
| | 4 | | 1 | 1.5 | -- | -- | -- | -- |
| | 6 | | 2 | 2.6 | -- | -- | -- | -- |
| | 7 | | 3 | 3.8 | -- | -- | -- | -- |
| Two or More Races | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 55 | 75.3 | 71 | 20 | 9 | 0 |
| | 4 | | 49 | 74.2 | 59 | 37 | 4 | 0 |
| | 5 | | 62 | 75.6 | 71 | 21 | 6 | 2 |
| | 6 | | 60 | 77.9 | 50 | 35 | 13 | 2 |
| | 7 | | 50 | 62.5 | 40 | 34 | 16 | 8 |
| | 8 | | 46 | 79.3 | 63 | 28 | 9 | 0 |
| English Learners | 3 | | 56 | 76.7 | 82 | 16 | 2 | 0 |
| | 4 | | 41 | 62.1 | 80 | 15 | 5 | 0 |
| | 5 | | 46 | 56.1 | 93 | 7 | 0 | 0 |
| | 6 | | 36 | 46.8 | 78 | 22 | 0 | 0 |
| | 7 | | 42 | 52.5 | 50 | 31 | 14 | 2 |
| | 8 | | 22 | 37.9 | 95 | 5 | 0 | 0 |
| Students with Disabilities | 3 | | 4 | 5.5 | -- | -- | -- | -- |
| | 4 | | 8 | 12.1 | -- | -- | -- | -- |
| | 5 | | 9 | 11.0 | -- | -- | -- | -- |
| | 6 | | 7 | 9.1 | -- | -- | -- | -- |
| | 7 | | 13 | 16.3 | 100 | 0 | 0 | 0 |
| | 8 | | 12 | 20.7 | 92 | 8 | 0 | 0 |
| Students Receiving Migrant Education Services | 3 | | 2 | 2.7 | -- | -- | -- | -- |
| | 4 | | 2 | 3.0 | -- | -- | -- | -- |
| | 5 | | 1 | 1.2 | -- | -- | -- | -- |
| | 6 | | 2 | 2.6 | -- | -- | -- | -- |
| | 7 | | 1 | 1.3 | -- | -- | -- | -- |
| | 8 | | 1 | 1.7 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents play an integral role at Garfield School and in their child's education. We offer and encourage formal and informal opportunities for parent involvement. We have a full-time, open parent room which allows our parents to network with one another, hold meetings, and prepare materials for classroom use. Parents are asked to participate and co-lead School Site Council, English Language Advisory Committee and our Parent Group. Monthly meetings are held to inform parents of our academic programs and various other school information. Once a month Garfield has Cafecitos so parents can have an open dialogue with the school administration and our Community School Coordinator. The Sheriff's Department holds open dialogues to learn about our community needs and provide parent information nights to address their requests. At the classroom level, parents are encouraged to help during the instructional day, prepare materials and escort on field trips. To inform parents about our school and upcoming events, parents receive a monthly newsletter, flyers and automated phone calls.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The school health and safety policy will be annually updated and reviewed, in consultation with staff and the School Site Council. This policy will be distributed to all staff and parents through the Student and Parent Handbook. The policy will cover the following points:

- Emergency site plan
- Emergency drill procedures and schedule (earthquake, fire and lock-down)
- Health screening procedures (vision, hearing and scoliosis)
- Immunization requirements
- Procedures expected of staff and parents in case of a sudden illness or injury occurring at school.
- Procedures for administration of medication at school
- Requirements for reporting child abuse
- Suggestions for families as to good nutrition for their children
- Explanation of the necessity of physical education for the child's health
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use
- Safe use, maintenance, and sanitation of school equipment and facilities

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.35 | 4.42 | 3.52 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 4.48 | 4.17 | 3.60 |
| Expulsions Rate | 0.01 | 0.01 | 0.00 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | Yes | Yes |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | N/A | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 1997-1998 | 2008-2009 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 11 | |
| Percent of Schools Currently in Program Improvement | 84.6 | |

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K | 29 | 27 | 27 | | | | 3 | 3 | 3 | | | |
| 1 | 23 | 28 | 26 | 1 | | | 2 | 3 | 2 | | | |
| 2 | 24 | 23 | 27 | 1 | | | 2 | 3 | 3 | | | |
| 3 | 28 | 23 | 23 | | 2 | | 3 | 1 | 3 | | | |
| 4 | 29 | 28 | 30 | | | | 2 | 3 | 2 | | | |
| 5 | 23 | 20 | 29 | 1 | 1 | | 3 | 3 | 3 | | | |
| 6 | 32 | 26 | 24 | | 1 | 1 | 12 | 22 | 28 | | | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 20 | 21 | 25 | 5 | 3 | | 6 | 8 | 9 | | | |
| Math | 23 | 26 | 25 | 2 | 1 | | 6 | 8 | 9 | | | |
| Science | 18 | 33 | 27 | 2 | | | 3 | 1 | 6 | | 1 | |
| SS | 18 | 27 | 22 | 2 | 2 | 2 | 3 | 3 | 7 | | 2 | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

| | |
|---|-----|
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.7 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Nurse | 0.4 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist | 0 |
| Other | 1.5 |

Average Number of Students per Staff Member

| | |
|--------------------|---|
| Academic Counselor | 0 |
|--------------------|---|

* 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.

FY 2013-14 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$45,415 | \$43,091 |
| Mid-Range Teacher Salary | \$69,483 | \$70,247 |
| Highest Teacher Salary | \$88,384 | \$89,152 |
| Average Principal Salary (ES) | \$119,441 | \$112,492 |
| Average Principal Salary (MS) | \$119,441 | \$116,021 |
| Average Principal Salary (HS) | | \$117,511 |
| Superintendent Salary | \$180,390 | \$192,072 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 41% |
| Administrative Salaries | 7% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

FEDERAL:

- 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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) program and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | 9204.140700 | 4024.548251 | 5179.592449 | 61017.368 |
| District | ◆ | ◆ | \$5,150 | \$70,822 |
| State | ◆ | ◆ | \$5,348 | \$72,993 |
| Percent Difference: School Site/District | | | -3.9 | -10.4 |
| Percent Difference: School Site/ State | | | -10.6 | -10.2 |

* Cells with ◆ do not require data.

STATE:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core