



# School Plan for Student Achievement (SPSA) Template

| School Name         | County-District-School (CDS)<br>Code | School Site Council (SSC)<br>Approval Date | Local Board Approval Date |
|---------------------|--------------------------------------|--------------------------------------------|---------------------------|
| Garfield Elementary | 01-61291-6002372                     | May 20, 2026                               | June 16, 2026             |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their

federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

## Plan Purpose

Our Schoolwide Program for the 2026-2027 school year focuses on maximizing resources to increase student achievement across all student groups, with particular attention to multilingual learners, Social-Emotional Learning, ELA and Math .

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of

action, reflection, and improvement.

Garfield Elementary has not been identified for Additional Targeted Support and Improvement (ATSI).

## Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

Garfield Elementary School's plan for effectively meeting ESSA requirements while aligning with the Local Control and Accountability Plan focuses on three interconnected goals that address academic achievement, school climate, and inclusive community-building.

Our comprehensive approach begins with strengthening academic foundations across all content areas, with targeted strategies in ELA, Mathematics, and English Language Development. We will implement high-quality, universally accessible learning experiences emphasizing critical thinking and real-world problem solving. This includes research-based literacy instruction incorporating diverse texts, integrated and designated ELD instruction honoring students' primary languages, and engaging mathematics instruction building conceptual understanding and problem-solving abilities.

Simultaneously, we recognize that academic success depends on a positive school environment where students feel safe, valued, and connected. Our second goal focuses on increasing student belonging and school connectedness through restorative justice practices, PBIS frameworks, and community-building initiatives. By addressing the whole child, we aim to significantly decrease behavior referrals while improving attendance rates.

Our third goal acknowledges that sustainable improvement requires authentic partnership with families and staff empowerment. We will implement culturally responsive family engagement practices to remove participation barriers for historically underrepresented families, while creating structures ensuring all employees have an equitable voice in school

operations and professional growth opportunities.

This multi-faceted approach allows Garfield Elementary to strategically align federal, state, and local resources to create an equitable educational environment where all students can thrive academically, socially, and emotionally, regardless of socioeconomic status, language background, or learning needs.

## Education Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Garfield staff, parents, and the community are supportive of the SPSA review at Garfield Elementary School. Parent participation included feedback and input from the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Garfield community during the site's Annual Title 1 Meeting. The SPSA Goals and Budget were developed and approved at the meetings listed below in the 2025-2026 school year:

01/09/2025 - Annual Title 1 Meeting  
02/05/2026 - Family Meeting Initial Feedback  
02/02/2026 - Garfield Staff Review  
02/12/2026 - SSC Review with incorporated feedback  
02/13/2026 - PTO Review with incorporated feedback  
02/26/2026 - ELAC Review with incorporated feedback  
02/27/2026 - Family Meeting Review with incorporated feedback  
04/16/2026 - Share SPSA Draft  
05/07/2026 - SSC SPSA Approval  
05/30/2026- District Review

| Date       | Community Partner Group | Engagement Description                                                                  |
|------------|-------------------------|-----------------------------------------------------------------------------------------|
| 02/02/2026 | Staff Meeting           | Conducted feedback sessions on performance data                                         |
| 02/05/2026 | Family Meeting          | General LCAP and SPSA Information & feedback session                                    |
| 02/12/2026 | SSC Meeting             | General LCAP and SPSA Information & feedback session; Review with incorporated feedback |
| 02/13/2026 | PTO Meeting             | General LCAP and SPSA Information & feedback session; Review with incorporated feedback |
| 02/26/2026 | ELAC Meeting            | General LCAP and SPSA Information & feedback session; Review with incorporated feedback |
| 02/27/2026 | Family Meeting          | General LCAP and SPSA Information & feedback session                                    |

## Comprehensive Needs Assessment

### Student Demographics 2025-26

| # Students               | # English Learners | # Newcomers       | # Socioeconomically Disadvantaged | # Students with Disabilities |                    |                                  |                     |
|--------------------------|--------------------|-------------------|-----------------------------------|------------------------------|--------------------|----------------------------------|---------------------|
| 347                      | 93                 | 9                 | 285                               | 99                           |                    |                                  |                     |
| # Black/African American | # White            | # Hispanic/Latino | # Asian                           | # Filipino                   | # Pacific Islander | # American Indian/Alaskan Native | # Two or more races |
| 45                       | 10                 | 181               | 41                                | 34                           | 1                  | 4                                | 22                  |

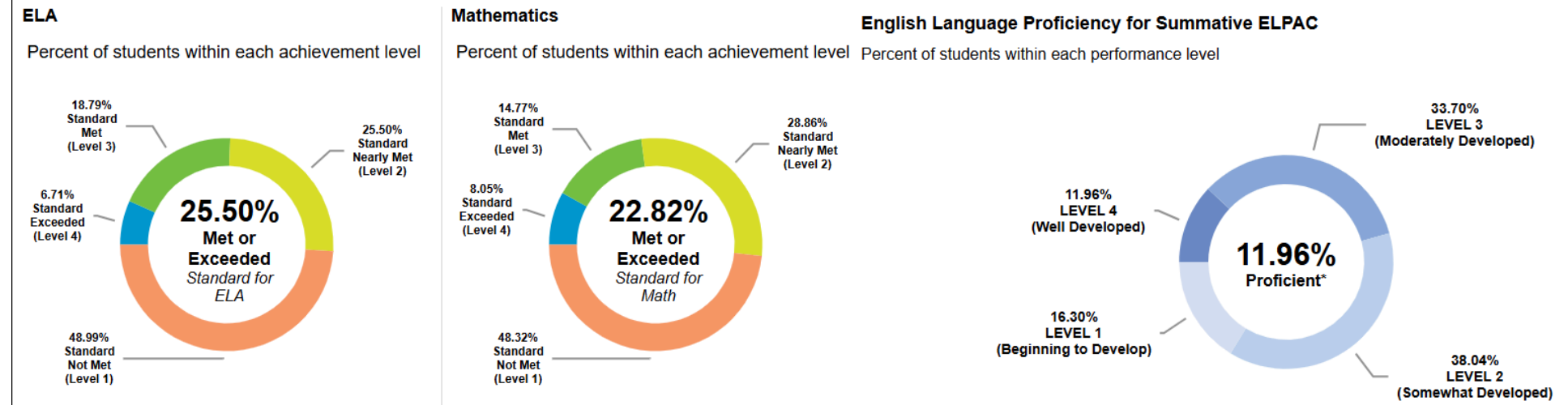
## CA School Dashboard 2025

| Garfield Student Group          | ELA                            | Math                           | Science                      | Chronic Absenteeism    | Suspension             |                      |
|---------------------------------|--------------------------------|--------------------------------|------------------------------|------------------------|------------------------|----------------------|
| All Students                    | -51.5 pts<br>↑ 17.4 pts<br>150 | -62.8 pts<br>↑ 4.7 pts<br>152  | 42.8 pts<br>↑ 9.7 pts<br>55  | 26.9%<br>↓ 5.4%<br>361 | 3.2%<br>↑ 1.6%<br>371  |                      |
| English Learners                | -58.5 pts<br>↑ 44 pts<br>59    | -80.4 pts<br>↑ 16.9 pts<br>61  | 40.8 pts<br>↑ 23.6 pts<br>32 | 27.1%<br>↓ 7.6%<br>118 | 3.3%<br>↑ 1%<br>123    | 50.6%<br>-0.5%<br>77 |
| Long-term EL                    | **                             | **                             | **                           | **                     | **                     |                      |
| Foster Youth                    | **                             | **                             | **                           | **                     | **                     |                      |
| Homeless                        | **                             | **                             | **                           | **                     | 18.2%<br>↑ 10.5%<br>11 |                      |
| Socioeconomically Disadvantaged | -50.9 pts<br>↑ 29.1 pts<br>129 | -62.8 pts<br>↑ 11.5 pts<br>131 | 43.1 pts<br>↑ 12.8pts<br>47  | 28.6%<br>↓ 7%<br>304   | 3.5%<br>↑ 2%<br>313    |                      |
| Students with Disabilities      | -94.2 pts<br>↑ 43.8 pts<br>44  | -99.5 pts<br>↑ 39.3 pts<br>44  | 34.5 pts<br>↑ 26.6 pts<br>14 | 33.9%<br>↓ 5.2%<br>109 | 4.5%<br>↑ 2.4%<br>112  |                      |

| Garfield Student Group | ELA                            | Math                          | Science                     | Chronic Absenteeism    | Suspension            |
|------------------------|--------------------------------|-------------------------------|-----------------------------|------------------------|-----------------------|
| All Students           | -51.5 pts<br>↑ 17.4 pts<br>150 | -62.8 pts<br>↑ 4.7 pts<br>152 | 42.8 pts<br>↑ 9.7 pts<br>55 | 26.9%<br>↓ 5.4%<br>361 | 3.2%<br>↑ 1.6%<br>371 |

|                                                |                               |                               |                              |                         |                      |
|------------------------------------------------|-------------------------------|-------------------------------|------------------------------|-------------------------|----------------------|
| <b>African American</b>                        | -50.6 pts<br>↑ 23.3 pts<br>18 | -80.7 pts<br>↓ 16.1 pts<br>18 | **                           | 32%<br>↑ 9.6%<br>50     | 6%<br>↑ 4%<br>50     |
| <b>American Indian<br/>or Alaska Native</b>    | **                            | **                            | **                           | **                      | **                   |
| <b>Asian</b>                                   | -36.1 pts<br>↑ 41.5 pts<br>14 | -32.4 pts<br>↑ 8.1 pts<br>14  | **                           | 22%<br>↑ 3.5%<br>41     | 4.8%<br>↑ 4.8%<br>42 |
| <b>Filipino</b>                                | -12.8 pts<br>15               | -10.9 pts<br>15               | **                           | 24.2%<br>↓ 1.6%<br>33   | 0%<br>0%<br>33       |
| <b>Hispanic</b>                                | -58.8 pts<br>↑ 23.1 pts<br>84 | -70.7 pts<br>↑ 10.8 pts<br>86 | 43.6 pts<br>↑ 13.3 pts<br>36 | 28.3%<br>↓ 13.4%<br>191 | 2.5%<br>↑ 1%<br>199  |
| <b>Native Hawaiian<br/>or Pacific Islander</b> | **                            | **                            | **                           | **                      | **                   |
| <b>White</b>                                   | **                            | **                            | **                           | **                      | **                   |
| <b>Two or more<br/>races</b>                   | **                            | **                            | **                           | 24.1%<br>↑ 8.5%<br>29   | 3.3%<br>↑ 0.4%<br>30 |

# CAASPP/ELPAC Results



## Additional Data Garfield CalSCHLS Survey Key Indicators 2025-2026

| Parent Surveys                                 | All % |
|------------------------------------------------|-------|
| <b>Parent Involvement</b>                      |       |
| • Promotion of parent involvement              | 53    |
| • Parental Involvement in school               | 56    |
| • School encourages me to be an active partner | 57    |
| • School actively seeks the input of parents   | 43    |

|                                                                                                                                                        |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <ul style="list-style-type: none"> <li>• Parents feel welcome to participate at this school</li> </ul>                                                 | 51 |
| <b>School Supports for Students</b>                                                                                                                    |    |
| <ul style="list-style-type: none"> <li>• Student learning environment</li> </ul>                                                                       | 54 |
| <ul style="list-style-type: none"> <li>• School is a safe place for my child</li> </ul>                                                                | 63 |
| <ul style="list-style-type: none"> <li>• School motivates students to learn</li> </ul>                                                                 | 54 |
| <ul style="list-style-type: none"> <li>• School has adults who really care about students</li> </ul>                                                   | 49 |
| <ul style="list-style-type: none"> <li>• Opportunities for meaningful student participation</li> </ul>                                                 | 60 |
| <ul style="list-style-type: none"> <li>• Communication with parents about school</li> </ul>                                                            | 64 |
| <ul style="list-style-type: none"> <li>• Teachers responsive to child's social and emotional needs</li> </ul>                                          | 94 |
| <ul style="list-style-type: none"> <li>• School provides parents with advice and resources to support my child's social and emotional needs</li> </ul> | 75 |
| <b>Rules &amp; Facilities</b>                                                                                                                          |    |
| <ul style="list-style-type: none"> <li>• School enforces rules equally</li> </ul>                                                                      | 51 |
| <ul style="list-style-type: none"> <li>• School treats all students with respect</li> </ul>                                                            | 63 |
| <ul style="list-style-type: none"> <li>• School promotes respect of cultural beliefs</li> </ul>                                                        | 60 |
| <ul style="list-style-type: none"> <li>• Substance use problems</li> </ul>                                                                             | 5  |
| <ul style="list-style-type: none"> <li>• Student alcohol and drug use</li> </ul>                                                                       | 6  |
| <ul style="list-style-type: none"> <li>• Student vaping or e-cigarette use</li> </ul>                                                                  | 6  |
| <ul style="list-style-type: none"> <li>• School disorder</li> </ul>                                                                                    | 22 |
| <ul style="list-style-type: none"> <li>• Harassment or bullying (Large problem)</li> </ul>                                                             | 14 |

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| <ul style="list-style-type: none"> <li>• Clean and well-maintained facilities</li> </ul> | 54 |
|------------------------------------------------------------------------------------------|----|

| 5th Grade Student Surveys                                                                  | All % |
|--------------------------------------------------------------------------------------------|-------|
| <b>Student Engagement and Supports</b>                                                     |       |
| <ul style="list-style-type: none"> <li>• School Connectedness</li> </ul>                   | 64    |
| <ul style="list-style-type: none"> <li>• Academic motivation</li> </ul>                    | 80    |
| <ul style="list-style-type: none"> <li>• School boredom</li> </ul>                         | 70    |
| <ul style="list-style-type: none"> <li>• Caring adults in school</li> </ul>                | 61    |
| <ul style="list-style-type: none"> <li>• High expectations-adults in school</li> </ul>     | 84    |
| <ul style="list-style-type: none"> <li>• Meaningful participation</li> </ul>               | 45    |
| <ul style="list-style-type: none"> <li>• Facilities upkeep</li> </ul>                      | 21    |
| <ul style="list-style-type: none"> <li>• Parent involvement in schooling</li> </ul>        | 78    |
| <ul style="list-style-type: none"> <li>• Social and emotional learning supports</li> </ul> | 56    |
| <ul style="list-style-type: none"> <li>• Anti Bullying climate</li> </ul>                  | 58    |
| <b>School Safety and Cyberbullying</b>                                                     |       |
| <ul style="list-style-type: none"> <li>• Feel safe at school</li> </ul>                    | 58    |
| <ul style="list-style-type: none"> <li>• Feel safe on way to and from school</li> </ul>    | 79    |
| <ul style="list-style-type: none"> <li>• Been hit or pushed</li> </ul>                     | 42    |

|                                            |    |
|--------------------------------------------|----|
| • Mean rumors spread about you             | 55 |
| • Called bad names or target of mean jokes | 55 |
| • Saw a weapon at school                   | 5  |
| • Cyberbullying                            | 45 |
| <b>School Disciplinary Environment</b>     |    |
| • Rule clarity                             | 75 |
| • Students well behaved                    | 25 |
| • Students treated fairly when break rules | 25 |
| • Students treated with respect            | 70 |
| <b>Substance Use &amp; Health</b>          |    |
| • Alcohol or drug use                      | 5  |
| • Marijuana use                            | 0  |
| • Cigarette use                            | 0  |
| • Vaping                                   | 0  |
| • Eating of breakfast                      | 80 |
| • Late bedtime (10 pm or later)            | 15 |
| <b>Mental Health</b>                       |    |
| • Frequent sadness                         | 10 |
| • Wellness (feel good and happy)           | 85 |

| <b>Staff Surveys</b>                                    | <b>All %</b> |
|---------------------------------------------------------|--------------|
| <b>School Supports for Students</b>                     |              |
| • Caring adult relationships                            | 33           |
| • High expectations-adults in school                    | 34           |
| • Student meaningful participation                      | 13           |
| • Promotion of parental involvement                     | 20           |
| • Student learning environment                          | 20           |
| • Facilities upkeep                                     | 5            |
| • Support for social emotional learning                 | 19           |
| • Provides adequate counseling support services         | 9            |
| • Anti Bullying climate                                 | 29           |
| <b>School Supports for Staff</b>                        |              |
| • Staff working conditions                              | 13           |
| • Staff collegiality                                    | 15           |
| <b>School Safety</b>                                    |              |
| • Is a safe place for staff                             | 19           |
| • Is a safe place for students                          | 15           |
| <b>Fairness, Rule Clarity and Respect for Diversity</b> |              |
| • Fairness and rule clarity                             | 15           |

|                                                                                                                                                   |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <ul style="list-style-type: none"> <li>• Respect for Diversity</li> </ul>                                                                         | 21 |
| <b>Academic Motivation and Student Behavior</b> <ul style="list-style-type: none"> <li>• Students are motivated to complete schoolwork</li> </ul> | 10 |
| <ul style="list-style-type: none"> <li>• Students readiness to learn</li> </ul>                                                                   | 9  |
| <ul style="list-style-type: none"> <li>• Harassment/bullying (Mod/Severe problem)</li> </ul>                                                      | 33 |
| <ul style="list-style-type: none"> <li>• Student depression (Mod/Severe problem)</li> </ul>                                                       | 19 |
| <b>Mental Health &amp; Wellness</b> <ul style="list-style-type: none"> <li>• Social, emotional, and mental health needs</li> </ul>                | 90 |
| <ul style="list-style-type: none"> <li>• Exposure to trauma/violent events</li> </ul>                                                             | 76 |
| <ul style="list-style-type: none"> <li>• Stigmatization of mental health needs</li> </ul>                                                         | 45 |
| <ul style="list-style-type: none"> <li>• Staff efficacy for promoting well-being</li> </ul>                                                       | 59 |
| <ul style="list-style-type: none"> <li>• Staff burnout (Often/Very often)</li> </ul>                                                              | 58 |
| <b>Training Needs</b> <ul style="list-style-type: none"> <li>• Positive behavioral support/management</li> </ul>                                  | 52 |
| <ul style="list-style-type: none"> <li>• Creating a positive school climate</li> </ul>                                                            | 65 |
| <ul style="list-style-type: none"> <li>• Meeting social/emotional/dev. needs</li> </ul>                                                           | 81 |
| <ul style="list-style-type: none"> <li>• Supporting students exposed to trauma</li> </ul>                                                         | 76 |

## Data Analysis

All students are performing significantly below standard in ELA, with a decline of 12.9 points from the previous year.  
All students are performing below standard, with a decline of 6 points.  
Chronic absenteeism, improved by 12.4 percentage points.  
This data analysis reveals interconnected challenges requiring a systematic approach addressing both academic and school climate factors. The SPSA strategies must focus on building staff capacity, creating sustainable systems, and engaging families as partners in improving outcomes for all students, with particular attention to our most vulnerable populations.

## Resource Inequities

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

Garfield is not an ATSI school.  
Math and English Language Arts are in the Orange performance category.  
English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities are in the red category for ELA.  
English Learners, and Students with Disabilities are in the red category for Math. African American English Learners, and Students with Disabilities are in the Orange category for Chronic Absenteeism.

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

**A school culture that emphasizes mastery of mathematical common core standards:**

Every student will develop the mathematical reasoning skills essential for college and career success by engaging standards-aligned mathematics instruction that builds conceptual understanding, procedural fluency, and problem-solving abilities.

**Identified Need:**

Analysis of verifiable state data from the California School Dashboard revealed significant performance gaps requiring immediate intervention. Math school wide performance indicators are in the yellow and orange categories, demonstrating below standard achievement. Further disaggregation of data revealed more severe achievement gaps for specific student groups including our emerging Bilingual students, our students with disabilities, and our Black and African American student students. Although standardized data is inconsistent (some grades are making gains while other grades are not), analysis indicates that the school needs more vertical and horizontal alignment and a greater amount of consistent student progress.

To address any inequities, our SPSA includes specific actions that will realign programs, practices, and funding, including: providing targeted professional development on differentiated instruction and culturally responsive teaching; adopting supplemental curriculum materials with appropriate scaffolds and cultural relevance; and enhancing multilingual family communication and engagement systems.

| Action # | Leadership Actions                                                                                                                                                                                                                           | Teaching Actions                                                                                                                                                                                                                                                    | Evidence of Implementation                                                     | Proposed Expenditure<br>Funding Source<br>and Amount                                                                 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Math.1   | Instructional Lead Team will plan Professional Development, Action Research, and Professional Learning Communities, which will provide space and time for staff to determine what vertical alignment and math routines are being focused on. | Garfield staff will lean into a collaborative effort that focuses on shared instructional strategies and thus making collaboration more meaningful. Garfield teachers will align around three math routines from district curriculum during PD and action research. | ILT Agenda minutes<br>PD, Action Research, and Grade-Level Collaboration notes | Math PD Facilitation, Math curated unit/lesson planning, Math family workshops<br>\$5,950<br><br>Sub days<br>\$1,200 |
| Math.2   | Consistent Learning Walks will be utilized by ILT to                                                                                                                                                                                         | Each classroom teacher will utilize our district approved                                                                                                                                                                                                           | Learning Walks                                                                 | Sub days<br>\$600                                                                                                    |

|         |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |                                                                |                                    |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------|
|         | facilitate collaboration and improve implementation of our agreed upon instructional strategies.                                                                     | Math curriculum, utilize math routines and receive support in order to increase consistency and curricular coherence.                                                                                                                                                           |                                                                |                                    |
| Math.3  | Math family Workshops will support families with grade-level math concepts and provide additional support and ideas of how families can help their children at home. | Classroom Teachers will communicate Math concepts and explain what students are learning with families at least once every other week. This communication will also include how families can support their students with homework and math equations that students are solving. | Family communication<br><br>The agenda of three Math workshops | Teacher extended hours<br>\$504.00 |
| Math. 4 | A Math and ELA after school intervention program will leverage classroom teachers and provide additional support for children who are struggling academically.       | Math and ELA intervention plans will include classroom teachers who will work with students after Gattor Academy.                                                                                                                                                               | Credit recovery attendance logs.                               | \$5,000                            |

### Annual Measurable Outcomes

| Metric/Indicator                                                            | Baseline/Actual Outcome                                                                                                                                        | Expected Outcome                                                                                                                                 |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Indicator for Math - Student Performance based CA School Dashboard | Based on our 2024-2025 Math CAASPP results, 22.82% of our 3rd-5th graders met or exceeded the grade-level benchmarks. 48.86% of our 3rd-5th grade students did | Based on the 2026-2027 CAASPP scores, our 3rd, 4th, and 5th grade students will show an Increase in at or above benchmark by 5 points and show a |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                       |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <p>not meet the standards and 28.86% of our students nearly met the standards.</p> <p>All Students: 51.5 pts below standard<br/> Socioeconomically Disadvantaged = 62.8 pts below standard<br/> Students with Disabilities: 99.5 pts below standard<br/> English Learner: 58.5 pts below standard<br/> African American = 80.7 pts below standard<br/> Asian = 32.4 pts below standard<br/> Filipino = 10.9 pts below standard<br/> Hispanic/Latinx = 70.7 pts below standard</p>                                                                                                                                                                                                                           | decrease in nearly met and not met.                                                                                                                                   |
| STAR Math Assessment | <p>From the Fall to the Winter testing cycle, Garfield saw inconsistent gains. 1st Grade saw a decrease in students scoring at or above (-12%) and an increase in students needing intervention (+15%). 2nd Grade saw an increase in students scoring at or above (+2%) and a decrease in students needing intervention (-6%). 3rd Grade saw a decrease in students scoring at or above (-12%) and a decrease in students needing intervention (-10%). 4th Grade saw an increase in students scoring at or above (+4%) and an increase in students needing intervention (+6%). 5th Grade saw an increase in students scoring at or above (+12%) and a decrease in students needing intervention (-22%).</p> | 5% Increase in children scoring at or above and a 5% decrease in both the Intervention and Urgent Intervention categories in the Winter and the Spring testing cycles |

|                                                                                                     |                                                                  |                                                                                                           |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Every month Garfield Elementary will do a Perfect Attendance Award on the last Friday of the month. | Garfield has a 92.53% attendance rate for the 25-26 school year. | Garfield Elementary School will increase its overall attendance rate by 3% bringing our number to 95.53%. |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

## Goal 2

| LCAP Goal 2: Positive School Climate and School Connectedness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                               |                                                                                                                                        |                                                                 |                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------|
| <b>A school culture that emphasizes student connectedness and Social-Emotional Learning</b><br>Every student at Garfield Elementary School will know what it means to be a student at Garfield and have a shared identity as a scholar by (1) understanding “the Garfield Way,”(2) using our 2B’s (Be Safe and Be Kind) and (3) will use conflict resolution and emotional regulation strategies learned from Toolbox.                                                                                                                                                                                                                                                                             |                                                                                                               |                                                                                                                                        |                                                                 |                                                |
| Identified Need:<br><br>Garfield Elementary School has a high number of general office referrals as well as a high amount of incidents during recess and less structured time. These incidents often involve inappropriate language and verbal/physical aggression. Suspension rates of all students for the 2024-2025 school year were at 3.2%. Several outlying demographic groups include our AAPI scholars who had a suspension rate of 4.8%, our students with disabilities who had a suspension rate of 4.5% and our African American students who had a suspension rate of 6%. If children are not in their classroom then they are not able to take advantage of instruction and learning. |                                                                                                               |                                                                                                                                        |                                                                 |                                                |
| Action #                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Leadership Actions                                                                                            | Teaching Actions                                                                                                                       | Evidence of Implementation                                      | Proposed Expenditure Funding Source and Amount |
| 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Friday Morning Circle routine lends itself weekly reminders of school expectations, our 2B’s and Toolbox. | Classrooms will sign up for class presentations of one toolbox strategy during Friday Morning Circles. In the classroom, teachers will | Friday Morning Circle Agenda spreadsheet<br><br>Toolbox lessons | Restorative Practices PD<br>\$4,000            |

|     |                                                                                                                                                                                                             |                                                                                                                                                                 |                                                       |                                                               |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------|
|     |                                                                                                                                                                                                             | make time for morning circles, build relationships with students, and plan out at least one Toolbox related presentation/performance for Friday Morning Circle. | Morning Circle Routine<br>Restorative Practices       |                                                               |
| 2.2 | Monthly Assemblies that teach students about strength of character, Social Students/Science and cultural heritage will connect us as a community, bring joy to learning and widen our world view.           | Teachers will participate in monthly assemblies and use assemblies as shared experiences to root content in.                                                    | Assemblies                                            | Community schools grants will fund our assemblies.<br>\$8,000 |
| 2.3 | There will be time during professional development and staff meetings to discuss Social-Emotional Learning, plan Toolbox lessons and better understand the SEL resources that staff have available to them. | Classroom teachers will explicitly teach Toolbox strategies and make time for students to practice these skills.                                                | Toolbox lesson implementation<br>Office Referral Data |                                                               |

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome                                                     | Expected Outcome                                                                  |
|------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Suspensions      | The 24-25 overall suspension rate at Garfield Elementary School is at 3.2%. | Garfield Elementary School will see a 1% decrease in its overall suspension rate. |

|                  |                                                                                                                                                                                   |                                                                                                                                                                                            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | Overrepresented subgroups of students include out students with disabilities, our AAPI students and our African American students.                                                | Garfield Elementary School will decrease its suspension rate of the following overrepresented subgroups by 2.5%: students with disabilities, AAPI students, and African American students. |
| Office Referrals | Currently, based on informal office referrals as recorded in our referral log, Garfield Elementary receives an average of 45 office referrals every month (August through April). | Garfield Elementary School will cut its average office referrals by half and see an average of 22.5 office referrals a month.                                                              |

## Goal 3

### LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

#### **A school culture that emphasizes family engagement and family partnership**

Garfield Elementary School will implement culturally responsive family engagement practices that remove participation barriers for historically underrepresented families, resulting in increased engagement, representative family leadership, and greater sense of belonging within the school community.

| Action # | Leadership Actions                                                                                                        | Teaching Actions                                                                                                           | Evidence of Implementation                                                                  | Proposed Expenditure Funding Source and Amount                     |
|----------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 3.1      | Garfield Elementary School will host 2 Math Workshops that will be aimed at supporting families to better understand CCSS | Classroom teacher volunteers will facilitate the workshops for families and grade-level bands will align around consistent | Checklist of workshops that were planned and implemented<br><br>Parent Square communication | Extended hours will be needed for classroom volunteers<br>\$504.00 |

|     |                                                                                                                                                                                                    |                                                                                                                          |                                                                                                 |                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|     | Math concepts and how to support their children with Math HW.                                                                                                                                      | communication to families about unit of studies.                                                                         | log                                                                                             |                                                                                                                              |
| 3.2 | Garfield Elementary School will host 2 afterschool family workshops focusing on (1) Technology, video games, devices, and digital citizenship, and (2) Restorative Practices.                      | Our Community Schools Reform Facilitator will be responsible for working with CBOs to plan these workshops.              | Checklist of workshops that were planned and implemented                                        | Community Schools Reform Facilitator                                                                                         |
| 3.3 | Garfield Elementary School will host at least 3 Special Education Awareness and Support meetings that will be aimed at supporting families with children who have IEPs and who are in SDC classes. | Classroom teacher volunteers who are in SDC classes will facilitate these meetings                                       | Checklist of workshops that were planned and implemented<br><br>Parent Square communication log | Extended hours will be needed for classroom volunteers<br>\$504.00                                                           |
| 3.4 | Garfield Elementary School will have a Spring performance which will feature students from all grades.                                                                                             | Our events coordinator will work with our art teacher, our music teacher, and our choir and musical instruments program. | Spring performance                                                                              | Prop 28 funding will be used to pay for the extended hours, materials, equipment and production of a Spring play<br>\$75,453 |

### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

|                                                                                                           |                                                                                                                  |                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| The CA Healthy Kids Survey                                                                                | Historically, Garfield does not get many responses from our families and therefore we do not have reliable data. | In the 2026-2027 school year, Garfield Elementary will get a sum total of 50 family responses on the survey. |
| The Garfield Elementary family survey will be sent out two times a year to gather data from our families. | The 2026-2027 school year will be the first time that we craft a survey to get feedback from our families.       | In the 2026-2027 school year, Garfield Elementary will get a sum total of 50 family responses on the survey. |

## Annual Review

SPSA Year Reviewed: 2025-26

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal The Garfield staff worked to implement the goals and action steps outlined in the 2025-26 SPSA. Our first goal focused on engaging, educating and empowering. During professional development and grade-level team meetings staff worked to align around our district approved ELA and Math curriculum. Our Instructional Lead Team world to build our protocols and collaborative spaces that would support this vision of alignment. Our second goal focused on positive school climate and school connectedness. Staff were provided with updated tools to fully implement the Toolbox SEL curriculum. Staff engaged in professional development that taught staff how to use and teach these tools. Toolbox and the specific teaching of SEL at Garfield started during the 2025-2026 school year and we set the groundwork for greater alignment and teaching around SEL. Our final goal, equity and inclusion with families and employee engagement consisted of consistent staff meeting and professional development, consistent opportunities for family partnership and engagement and clearer parameters around how families can participate and engage. One practice we began was a Friday Morning Circle. All students and staff participated in a Friday Morning Circle and families were invited. As the school year progressed, more families began attending these circles, which will continue into the next year. We plan on incorporating skits and student performances focused on Toolbox next year.

# Proposed School Site Budget

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

## Budget Summary

| Unrestricted | Title I  | LCAP Initiatives | Secondary Graduation | Secondary Athletics | Translation Budget | Outdoor Ed | Total Site Allocation |
|--------------|----------|------------------|----------------------|---------------------|--------------------|------------|-----------------------|
| 0000         | 3010     | 0888             | 0000                 | 0000                | 0000               | 0999       |                       |
| 403          | 320      | 001              | 112                  | 133                 | 155                | 001        |                       |
| \$17,986     | \$22,880 | \$29,400         | n/a                  | n/a                 | \$                 | \$         | \$                    |

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$100,635

Total Federal Funds Provided to the School from the LEA for CSI

\$28,825

Title 1 Funding  
Community Schools Grant

\$22,880  
\$98,130.67

## Other Federal, State, and Local Funds

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

| <b>Federal Programs</b> | <b>Allocation (\$)</b> |
|-------------------------|------------------------|
| Title 1                 | \$22,880               |

Subtotal of additional federal funds included for this school: \$ [0]

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

| <b>State or Local Programs</b> | <b>Allocation (\$)</b> |
|--------------------------------|------------------------|
| Unrestricted                   | \$21,127               |
| LCAP Initiatives               | \$28,825               |
| Community Schools              | \$98,130.67            |

Subtotal of state or local funds included for this school: \$49,952

Total of federal, state, and/or local funds for this school: \$22,880

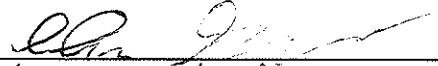
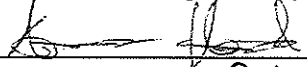
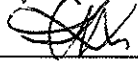
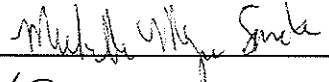
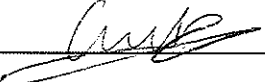
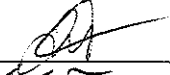
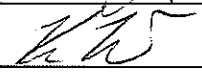
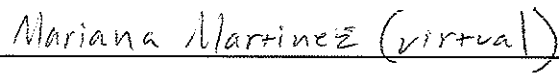
# Detailed School Site Budget

| Partner                                                                        | Sub Cost  | Total Cost      | Budget    | Notes                                                               |
|--------------------------------------------------------------------------------|-----------|-----------------|-----------|---------------------------------------------------------------------|
| IXL                                                                            | \$7,000   | \$7,000         | T1        | We will add Science for 4th grade                                   |
| Family Workshop                                                                | \$600     | \$600           | T1        | Sharon Friedman                                                     |
| Big Smiles                                                                     | \$3,000   | \$3,000         | T1        |                                                                     |
| Math PD                                                                        | \$600     | \$1,200         | T1        | Sharon Friedman                                                     |
| Math 1/2 Day x 2                                                               | \$850     | \$1,700         | T1        | Sharon Friedman                                                     |
| Teacher led Enrichments and academic Intervention                              | \$5,000   | \$5,000         | T1        | ELD, ELA & Math                                                     |
| Restorative Practices PD                                                       | \$4,000   | \$4,000         | T1        | National Equity Project or similiar organization                    |
| <b>Total</b>                                                                   | <b>NA</b> | <b>\$22,500</b> | <b>T1</b> |                                                                     |
| After School Enrichment                                                        | \$10,000  |                 | CCSPP     | STEM, Science, Math focus                                           |
| Assemblies                                                                     | \$8,000   |                 | CCSPP     | A focus on cultural heritage, school culture and character building |
| *Possibly another Math PD opportunity focusing on Building Thinking Classrooms |           |                 | CCSPP     | 3 PD Sessions                                                       |

| School # | School   | LCAP Initiatives Resource 0888 | Art Specialist Materials | PE Specialist Materials | Music Theater Allocation (middle school) | After School Library and Tutoring Options | Site Library Books/Materials | DLI Books Allocation | Remaining \$ |
|----------|----------|--------------------------------|--------------------------|-------------------------|------------------------------------------|-------------------------------------------|------------------------------|----------------------|--------------|
| 002      | Garfield | \$28,825                       | \$1,000                  | \$1,000                 |                                          | \$6,000                                   | \$5,000                      |                      | \$15,825     |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name                                                                                                            | Role                                  |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Charles Glover                 | Principal - Voting Member Approve     |
| Anna Howard                    | Classified - Voting Member Approve    |
| Carissa Lynds                  | Certified - Voting Member Approve     |
| Michelle Mejia-Sarate  approve | Certified - Voting Member Approve     |
| Cory Knudtson                  | Classified - Voting Member APPROVE    |
| Ernestina Garcia               | Parent - Voting Member Approve        |
| Kevin Watt                    | Parent, Chair - Voting Member APPROVE |
| Asmae Saddiki, -                                                                                                | Parent - Voting Member                |
| Melissa Gonzalez                                                                                                | Parent - Voting Member                |
| Mariana Martinez  (virtual) | Parent - Voting Member Approve        |

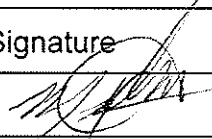
## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

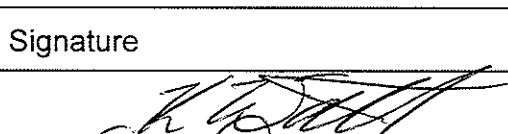
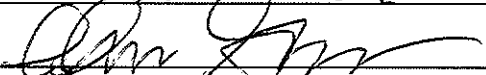
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Name             | Signature                                                                         | Committee                          |
|------------------|-----------------------------------------------------------------------------------|------------------------------------|
| Melissa Gonzalez |  | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/07/2026.

| Name           | Signature                                                                            | Date    | Role            |
|----------------|--------------------------------------------------------------------------------------|---------|-----------------|
| KEVIN WATT     |   | 5/20/26 | SSC Chairperson |
| Charles Glover |  | 5/20/26 | Principal       |