

# Garfield Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Garfield Elementary School
<b>Street</b>	13050 Aurora Drive
<b>City, State, Zip</b>	San Leandro, CA 94577
<b>Phone Number</b>	(510)618-4300
<b>Principal</b>	Lynda Hornada
<b>Email Address</b>	lhornada@slusd.us
<b>School Website</b>	<a href="https://www.slusd.us/garfield/">https://www.slusd.us/garfield/</a>
<b>County-District-School (CDS) Code</b>	01-61291-6002372

## 2021-22 District Contact Information

<b>District Name</b>	San Leandro Unified School District
<b>Phone Number</b>	(510)895-4199
<b>Superintendent</b>	Dr. Michael McLaughlin
<b>Email Address</b>	mmclaughlin@slusd.us
<b>District Website Address</b>	<a href="https://www.slusd.us/">https://www.slusd.us/</a>

## 2021-22 School Overview

Garfield is a community of learners who are committed to ensuring that every child who comes into our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a rigorous core academic curriculum based on the Common Core Standards and Next Generation Science Standards. They collaborate and analyze data regularly to produce deeper learning opportunities for our students including an analysis of academic performance and language development to determine English Learners (EL) program needs as well as other student group needs.

Garfield School is made up of a diverse student body. The school serves students in grades Transitional Kindergarten to 5th grade. Additional resources are allocated to serve students in need of Reading and Math Intervention, English Language Development instruction, Speech, and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also participate in Music, Art, Physical Education classes taught by Specialists.

The Garfield staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on the CA Common Core Standards and all students are making progress towards mastery. Garfield teachers differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet the needs of all students by sharing resources and best instructional practices. These practices align activities to reach school goals to improve the academic performance of multilingual learners and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.

## 2021-22 School Overview

### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

### School Mission Statement

Working together, all members of the Garfield School community will do whatever it takes to get everyone to the same place while fostering high academic achievement and social standards for ALL students. We will provide a safe, supportive and accessible school environment so that all students and adults are valued and respected for their unique qualities, strengths, and contributions.

### District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner associations.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	49
Grade 2	51
Grade 3	51
Grade 4	50
Grade 5	62
<b>Total Enrollment</b>	<b>316</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	7.9
Black or African American	13
Filipino	9.8
Hispanic or Latino	54.1
Native Hawaiian or Pacific Islander	0.9
Two or More Races	7.9
White	3.8
English Learners	30.4
Foster Youth	0.3
Homeless	2.8
Socioeconomically Disadvantaged	70.6
Students with Disabilities	20.6

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.4	86.3	380.4	89.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.4	2.1	4.0	0.9	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	4.6	1.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	1.2	9.9	2.3	12115.8	4.4
<b>Unknown</b>	2.0	10.5	25.0	5.9	18854.3	6.9
<b>Total Teaching Positions</b>	19.0	100.0	424.1	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.2
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 14, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2021 are illustrated in the chart.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders Grades K-5 Adopted 2018 McGraw-Hill  Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill	Yes	0
<b>Mathematics</b>	Eureka Math Adopted 2016 Great Minds	Yes	0
<b>Science</b>	Amplify Science Adopted 2020	Yes	0
<b>History-Social Science</b>	Inspiring Wonder and Facilitating Change: History for All District Developed Adopted Curriculum 2021	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

### Age & Condition of Facilities

Garfield Elementary School was originally constructed in 1948 and is currently comprised of 21 permanent classrooms, a library, a staff lounge, a multi-purpose/cafeteria room, and two playgrounds. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access. The library was renovated in the 2017-18 school year.

### Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

### Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

### Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables are being replaced with newer classroom structures.

Year and month of the most recent FIT report

08/01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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



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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	165	NT	NT	NT	NT
<b>Female</b>	86	NT	NT	NT	NT
<b>Male</b>	79	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	NT	NT	NT	NT
<b>Black or African American</b>	26	NT	NT	NT	NT
<b>Filipino</b>	17	NT	NT	NT	NT
<b>Hispanic or Latino</b>	87	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	12	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	48	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	122	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	165	NT	NT	NT	NT
Female	86	NT	NT	NT	NT
Male	79	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	87	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Assessments Student Groups	STAR Assessments Total Enrollment	STAR Assessments Number Tested	STAR Assessments Percent Tested	STAR Assessments Percent Not Tested	STAR Assessments Percent At or Above Grade Level
All Students	176	137	77.84%	22.16%	13.64%
Female	90	74	82.22%	17.78%	12.22%
Male	86	63	73.26%	26.74%	15.12%
American Indian or Alaska Native	*	*	*	*	*

<b>Asian</b>	15	13	86.67%	13.33%	33.33%
<b>Black or African American</b>	34	21	61.76%	38.24%	8.82%
<b>Filipino</b>	17	12	70.59%	29.41%	17.65%
<b>Hispanic or Latino</b>	89	73	82.02%	17.98%	11.24%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	11	8	72.73%	27.27%	27.27%
<b>White</b>	*	*	*	*	*
<b>English Learners</b>	52	43	82.69%	17.31%	1.92%
<b>Foster Youth</b>	*	*	*	*	*
<b>Homeless</b>	*	*	*	*	*
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	132	110	83%%	17%	22%
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	45	36	80%	20%	6.67%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Assessments Student Groups</b>	<b>STAR Assessments Total Enrollment</b>	<b>STAR Assessments Number Tested</b>	<b>STAR Assessments Percent Tested</b>	<b>STAR Assessments Percent Not Tested</b>	<b>STAR Assessments Percent At or Above Grade Level</b>
<b>All Students</b>	176	136	77.27%	22.73%	13.07%
<b>Female</b>	90	74	82.22%	17.78%	11.11%
<b>Male</b>	86	62	72.09%	27.91%	15.12%
<b>American Indian or Alaska Native</b>	*	*	*	*	*
<b>Asian</b>	15	13	86.67%	13.33%	46.67%
<b>Black or African American</b>	34	22	64.71%	35.29%	5.88%
<b>Filipino</b>	17	12	70.59%	29.41%	23.53%
<b>Hispanic or Latino</b>	89	71	79.78%	20.22%	7.87%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	11	8	72.73%	27.27%	27.27%
<b>White</b>	*	*	*	*	*
<b>English Learners</b>	52	41	78.85%	21.15%	5.77%
<b>Foster Youth</b>	*	*	*	*	*
<b>Homeless</b>	*	*	*	*	*
<b>Military</b>	NA	NA	NA	NA	NA

<b>Socioeconomically Disadvantaged</b>	132	110	83%	17%	18%
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	45	35	77.78%	22.22%	8.89%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	64	NT	NT	NT	NT
<b>Female</b>	34	NT	NT		
<b>Male</b>	30	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	35	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	17	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Garfield Elementary School. Parents may participate in the Gatorville Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), School Site Council (SSC), and volunteer within the classroom and for various school events and field trips. The PTO and ELAC groups sponsor a variety of fundraising and community-building activities throughout the school year. Their fundraisers also sponsor field trips for every student. Each year, parents are invited to attend our six-session School Smarts Academy. The curriculum for the academy is designed by the National PTA. It helps parents understand how to navigate the school system and advocate for their children.

Garfield Elementary School has several partnerships with local community organizations and businesses, such as Davis Street Community Center, the City of San Leandro, the San Leandro Rotary, and the San Leandro Education, Sports, and Music Foundations.

##### Contact Information

Parents who wish to participate in Garfield Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4300.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	336	328	41	12.5
Female	159	158	19	12.0
Male	177	170	22	12.9
American Indian or Alaska Native	1	1	0	0.0
Asian	30	27	1	3.7
Black or African American	45	44	10	22.7
Filipino	32	31	0	0.0
Hispanic or Latino	180	178	22	12.4
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	26	26	1	3.8
White	13	12	3	25.0
English Learners	113	109	12	11.0
Foster Youth	1	1	0	0.0
Homeless	10	10	3	30.0
Socioeconomically Disadvantaged	237	234	34	14.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	77	15	19.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.52	0.00	5.17	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.26	3.85	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

The safety of students and staff is a primary concern at Garfield Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the School Site Council and staff. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year, and intruder drills are conducted twice a year. Emergency parent information is outlined in the Parent/Student Handbook and provided each year to families.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check-in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and are supervised by staff. The Safe School Plan was last reviewed in January 2021 by the School Site Council and staff.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. For the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	24		2	
2	26		1	
3	26		3	
4	18	1	2	
5	31		2	
6				
Other	14	2		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	26		2	
2	24		2	
3	24		2	
4	29		2	
5	30		2	
6				
Other	10	2		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	24		2	
2	24		2	
3	23		2	
4	23		2	
5	29		2	
6				
Other	14	2		

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,902.08	\$2,372.44	\$6,529.65	\$100,394.35
District	N/A	N/A	\$5,950.42	\$94,805
Percent Difference - School Site and District	N/A	N/A	9.3	5.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-25.6	21.3

## 2020-21 Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$65,522	\$51,029
<b>Mid-Range Teacher Salary</b>	\$87,439	\$78,583
<b>Highest Teacher Salary</b>	\$119,620	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$141,739	\$124,576
<b>Average Principal Salary (Middle)</b>	\$150,497	\$131,395
<b>Average Principal Salary (High)</b>	\$174,409	\$144,697
<b>Superintendent Salary</b>	\$354,061	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	41%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Teachers may receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Staff development is supported for classroom implementation through Induction Support Providers and by Site and District Instructional Coaches. The district supports staff development through three Professional Growth Days each year.

The focus of professional development for 2020-21 will be on collaboration on all the platforms needed to successfully implement distance and/or hybrid learning due to the COVID 19 pandemic. The analysis of State and Local Assessment Plan data is also included.

The focus for the 2021-22 school year will be the implementation of the new Amplify Science, Social Studies curriculum along with Mindful Allyship.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# San Leandro Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	San Leandro Unified School District
<b>Phone Number</b>	(510)895-4199
<b>Superintendent</b>	Dr. Michael McLaughlin
<b>Email Address</b>	mmclaughlin@slusd.us
<b>District Website Address</b>	<a href="https://www.slusd.us/">https://www.slusd.us/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4626	2	0.04	99.96	--
<b>Female</b>	2265	0	0.00	100.00	--
<b>Male</b>	2361	2	0.08	99.92	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	751	0	0.00	100.00	--
<b>Black or African American</b>	549	0	0.00	100.00	--
<b>Filipino</b>	279	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2304	1	0.04	99.96	--
<b>Native Hawaiian or Pacific Islander</b>	53	0	0.00	100.00	--
<b>Two or More Races</b>	315	0	0.00	100.00	--
<b>White</b>	367	1	0.27	99.73	--
<b>English Learners</b>	1099	0	0.00	100.00	--
<b>Foster Youth</b>	20	0	0.00	100.00	--
<b>Homeless</b>	122	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	3009	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	701	2	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4626	2	0.04	99.96	--
<b>Female</b>	2265	0	0.00	100.00	--
<b>Male</b>	2361	2	0.08	99.92	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	751	0	0.00	100.00	--
<b>Black or African American</b>	549	0	0.00	100.00	--
<b>Filipino</b>	279	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2304	1	0.04	99.96	--
<b>Native Hawaiian or Pacific Islander</b>	53	0	0.00	100.00	--
<b>Two or More Races</b>	315	0	0.00	100.00	--
<b>White</b>	367	1	0.27		--
<b>English Learners</b>	1099	0	0.00	100.00	--
<b>Foster Youth</b>	20	0	0.00	100.00	--
<b>Homeless</b>	122	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	3009	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	701	2	0.29	99.71	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.