

# Garfield Elementary School

13050 Aurora Drive • San Leandro, CA 94577 • (510) 667-3580 • Grades K-5

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### San Leandro Unified School District

835 E. 14th Street  
San Leandro, CA 94577  
(510) 895-4199  
[www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us)

#### District Governing Board

Lance James

Ron Carey

Leo Sheridan

Diana J. Prola

Vince J. Rosato

Evelyn Gonzalez

#### District Administration

Dr. Michael McLaughlin  
**Superintendent**

Mark Martinelli  
**Assistant Superintendent  
Business & Operations**

Dr. Rosanna Mucetti  
**Deputy Superintendent  
Educational Services**

Dr. John Thompson  
**Assistant Superintendent  
Human Resources**

### Principal's Message

Garfield is a community of learners who share a committed focus of ensuring that every child who comes into our school receives a fair and 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. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching students a core academic curriculum based on California State Standards, and they collaborate regularly to produce a focused approach to instruction.

Garfield School is made up of a diverse student body. The school serves students in grades K-5. 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 explicit direct instruction, project based along with blended learning opportunities that are culturally responsive, rigorous, and appropriately challenging.

Instruction is focused on the common core state standards, and all students are making progress towards mastery of these standards. Garfield teachers differentiate their instruction by regularly assessing and grouping students for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet needs of all students by sharing resources and best instructional practices. Recognizing the need to focus on the whole child, our teachers also provide learning experiences which foster social/emotional growth as well as develop students' communication and collaboration skills.

### 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's associations.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (510) 667-3580.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	63
Gr. 1	84
Gr. 2	76
Gr. 3	64
Gr. 4	66
Gr. 5	59
<b>Total</b>	<b>412</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	1.2
Asian	13.6
Filipino	8.5
Hispanic or Latino	49.0
Native Hawaiian/Pacific Islander	1.0
White	8.7
Two or More Races	4.9
Socioeconomically Disadvantaged	67.2
English Learners	39.1
Students with Disabilities	13.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Garfield Elementary School	12-13	13-14	14-15
Fully Credentialed	25	26	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	24
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Garfield Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
<b>Districtwide</b>		
All Schools	91.58	8.42
High-Poverty Schools	91.40	8.60
Low-Poverty Schools	100.00	0.00

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 20th, 2011 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 January 2012 are illustrated in the chart.

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Hampton Brown Adopted 2000  Hampton Brown Adopted 2011  Houghton Mifflin Adopted 2003
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Pearson Scott Foresman Adopted 2008
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	MacMillan/McGraw Hill Adopted 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Scott Foresman Adopted 2006

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### 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.

During summer 2009, the intermediate playground received new blacktops. During summer 2010, the student and staff restrooms have been completely renovated. A new computer lab has been installed with 33 computers and a variety of software programs. Five SMART boards were installed in the fourth and fifth grade classrooms. All classrooms received LCD projectors and ELMO document readers. Each teacher received a laptop and training on interfacing technology with instructions. A new public address system was installed in the multipurpose room and it includes a full theater sized screen and LCD projector. During 2011-2012, classrooms were painted and new lights installed.

#### Cleaning Process

The principal works daily with one full-time and one part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The student green team assists with cafeteria work and school-wide recycling.

#### Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Garfield Elementary's restrooms were in good working order.

#### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

### Facility Inspections

Garfield Elementary School is a Williams School and has its facilities inspected every year. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: [www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us).

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8//2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Portable Rm 14: Portable Rm 15 computer lab: 1 ceiling tile is out, 1 ceiling tile is loose.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Portable Rm 15 computer lab: 1 ceiling tile is out, 1 ceiling tile is loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Outside boys restroom: 1 urinal is cracked. Rm 6: Low water pressure at drinking fountain. Rm 8: Low water pressure at drinking fountain.
<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]	[ ]	[ ]	Rm11: Rear door needs adjustment.
<b>Overall Rating</b>	<b>Exemplary</b> [ ]	<b>Good</b> [X]	<b>Fair</b> [ ]	<b>Poor</b> [ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	62	57	33	50	52	51	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	49	42	41	45	48	46	54	56	55
Math	57	49	47	36	37	37	49	50	50
HSS				39	37	40	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	3
Similar Schools	1	3	1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	51	
All Student at the School	33	
Male	46	
Female	19	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	42	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	19	
English Learners	9	
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	27	-14	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	54	1	2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	31	-6	3
English Learners	41	-4	-8
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Garfield Elementary School. Parents may participate in the Parent Teacher Association PTA, ELAC, and volunteer within the classroom and for various school events and field trips. PTA and ELAC sponsor a variety of fundraising and community-building activities throughout the school year. Their fundraisers also sponsor field trips for every student.

Garfield Elementary School has several partnerships with local community organizations and businesses, such as Davis Street Community Center, City of San Leandro Safe Routes to School, 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.

### State Priority: School Climate

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

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

### School Safety Plan

The 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 lock down drills are conducted on a regular basis throughout the school year, and intruder drills are conducted twice a year. Emergency parent information are outlined in the 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 November 2013 by School Site Council and staff. Additional ongoing work on school safety will be conducted with staff in December 2014.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.9	1.5	0.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.5	7.7	7.6
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20	17	16	4	5	4	0			0		
Gr. 1	20	16	17	3	5	5	0			0		
Gr. 2	18.3	16	15	4	4	5	0			0		
Gr. 3	19.8	16	16	5	4	4	0			0		
Gr. 4	20.3	18	17	2	1	2	2	2	2	0		
Gr. 5	23	18	15	0	1	2	2	3	2	0		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,218	\$41,243
Mid-Range Teacher Salary	\$69,449	\$64,893
Highest Teacher Salary	\$91,913	\$83,507
Average Principal Salary (ES)	\$114,780	\$103,404
Average Principal Salary (MS)	\$115,812	\$109,964
Average Principal Salary (HS)	\$143,943	\$120,078
Superintendent Salary	\$226,205	\$183,557
Percent of District Budget		
Teacher Salaries	47	40
Administrative Salaries	7	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,547	\$1,018	\$4,529	\$83,970
District	♦	♦	\$4,333	\$74,515
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			4.5	11.8
Percent Difference: School Site/ State			-18.2	25.1

### **Types of Services Funded at Garfield Elementary School**

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

### **Professional Development provided for Teachers at Garfield Elementary School**

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 BTSA (Beginning Teachers Support and Assessment) Support Providers and by Site and District Instructional Coaches. The district supports staff development through three Professional Growth Days each year.

In addition through Garfield's QEIA grant, all teachers are required receive 40 hours of professional development per year. The focus of professional development for 2013-14 will be on the implementation of professional learning communities across each grade level, the transition to the Common Core State Standards and the Smarter Balance Assessments.