

Garfield Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Garfield Elementary School
Street	2200 Freshwater Rd.
City, State, Zip	Eureka, Ca, 95503
Phone Number	707-442-5471
Principal	Michael Quinlan
Email Address	mquinlan@garfieldschool.org
Website	www.humboldt.k12.ca.us\garfield_sd\
County-District-School (CDS) Code	12628366007892

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Garfield Elementary School
Phone Number	707-442-5471
Superintendent	Michael Quinlan
Email Address	mquinlan@garfieldschool.org
Website	www.humboldt.k12.ca.us\garfield_sd

School Description and Mission Statement (School Year 2020-2021)

Together using a developmental approach, we will nurture respect and challenge all individual students to become self-directed, life-long learners who are grade level proficient (at the curriculum) and prepared to become productive citizens.

Goals

We will instill the joy and value of learning in all students through the use of a creative, hands-on instructional approach that recognizes and values differences in learning styles.

We will provide a balanced curriculum, utilizing explicit integrated instruction in language arts, social studies, science, mathematics, physical education, social skills, and the arts.

We will provide an environment that fosters the development of personal and group responsibilities, employing positive social skills and effective self management.

We will establish and maintain a climate that values individual and cultural differences.

We will cultivate positive, open and effective partnerships with families and the community, and work as a team for the success of each student.

Present Mission Statement

Together we will nurture, respect, and challenge all individuals to become self-directed, life-long learners and productive citizens.

We will instill the joy and value of learning in all students.

We will provide a balanced curriculum including language arts, social studies, science, mathematics, physical education, and the arts by using a hands-on approach that encourages individual creativity.

We will provide an environment that encourages the development of personal and group responsibilities including positive social skills and effective self management strategies.

We will create a climate that values individual and cultural differences.

We will foster positive, open and effective partnerships with families and community, as we believe this teamwork is essential for the success of each student.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	11
Grade 1	12
Grade 2	6
Grade 3	12
Grade 4	9
Grade 5	7
Grade 6	9
Total Enrollment	66

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.5
Hispanic or Latino	4.5
White	89.4
Two or More Races	4.5
Socioeconomically Disadvantaged	30.3
Students with Disabilities	15.2
Foster Youth	1.5
Homeless	

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2019

Standards based materials and textbooks are reviewed discussed and approved by Garfield's School Board of Trustees.

* Mathematics: McMillian McGraw Hill My Math and California Math 2015 Copyright 2010

* Science: Foss Science 2006

* History-social science: Houghton Mifflin 2005 Copyright 1999

* English language arts, including the English language development component of an adopted program: Write Source 2006

As indicated by our Resolution on Sufficiency of Instructional Materials, all student have sufficient textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All texts are state-aligned and in good quality	Yes	0.0 %
Mathematics	All texts are state-aligned and in good quality	Yes	0.0 %
Science	All texts are state-aligned and in good quality	Yes	0.0 %
History-Social Science	All texts are state-aligned and in good quality	Yes	0.0 %
Foreign Language	All texts are state-aligned and in good quality	Yes	0.0 %
Health	All texts are state-aligned and in good quality	Yes	0.0 %
Visual and Performing Arts	All texts are state-aligned and in good quality	Yes	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Garfield School District provides supervision before and after school every school day from 8:00-5:30. Guests and volunteers check into the school office before entering the school grounds.

The Garfield School District facilities were completed in December 2002. The new school building provides adequate space for students and community. The school consists of three classrooms, a multipurpose room and a staff room.

The playground was completed in 2002 with installation of equipment in compliance with the new playground safety regulations.

The district governing board ensures students a clean and safe school. The entire facility is cleaned on a daily basis. School buildings, equipment and playground areas are monitored for safety and repair on a regularly scheduled basis.

The district participates in the State School Deferred Maintenance Program which provides state matching funds on a dollar-for-dollar basis, to assist our school with expenditures for major repair.

Each classroom has state-of-the-art technology with a computer ratio of one computer for every three students.

The age appropriate libraries are in each classroom so students have daily access to grade appropriate library books.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Nothing at this time
Interior: Interior Surfaces	Good	Nothing at this time
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Ongoing maintenance
Electrical: Electrical		Nothing at this time
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Nothing at this tie
Safety: Fire Safety, Hazardous Materials	Good	Nothing at this time
Structural: Structural Damage, Roofs	Good	Nothing at this time
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Ongoing maintenance
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	80	N/A	80	N/A	50	N/A
Mathematics (grades 3-8 and 11)	70	N/A	70	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	64	N/A	64	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Garfield is fortunate to belong to a supportive and generous community. Garfield has two active parent/staff groups.

The Garfield Parent Advisory is a group of parents and staff whose focus is to help develop and examine the school's Local Control Accountability Plan, student needs, priorities resource allocations.

The Garfield Booster Club is an active parent organization which exists for the benefit of the children in our community. The group organizes numerous social events throughout the school year. Contributions to the organization have been designated to support student field trips, storytellers in the school, and additional classroom enrichment materials.

Garfield parents are welcome and encouraged to volunteer in the classroom and at school events.

Garfield School supports the use of its buildings for various community meetings which support our community and its varying interests.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	0.0	1.5	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Garfield School District's Safety Plan is reviewed, updated and approved by Garfield Board of Trustees annually at our regularly scheduled meeting in January. Key elements include disaster procedures, school discipline policies and student wellness policies.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size			2019-20 # of Classes*				
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+		
K	8	1			12	1			11	1		
1	13	1			9	1			12	1		
2	11	1			12	1			6	1		
3	5	1			10	1			12	1		
4	14	1			6	1			9	1		
5	4	1			11	1			7	1		
6	7	1			4	1			9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,468.90	\$2,325.05	\$7,143.86	\$44,622.0
District	N/A	N/A	\$7,143.86	44,622.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-8.1	-46.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Programs and services available at Garfield School that support and assists students include: a Resource Specialist, a Speech/Language Therapist, part time music teacher, 3 classroom aides, a part time PE teacher.. The school also used funds to improve student safety and school climate. Superintendent Salary reflects the combined position of Superintendent/Principal.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	23.0	30.0
Percent of Budget for Administrative Salaries	11.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Garfield School encourages staff members' participation in professional development opportunities. The Humboldt County Office of Education is a resource for many of these opportunities.