

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Garfield Community School	41-69005-6044473	October 17, 2023	November 8, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Garfield Community School is a Title 1 school that receives federal monies and the actions and services align to the requirements for Title 1 expenditures. Garfield is also responding to additional target support and improvement needs in the area of Special Education.

In the 2022-2023 school year, Garfield Community School was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the California School Dashboard, Hispanics, Students with Disabilities, and Socially Economically Disadvantaged Students were in the lowest status level for all of the state indicators. This plan will address ways to improve our school and student outcomes for all students but for Hispanics, Students with Disabilities, and Socially Economically Disadvantaged Students in particular, based on doing a needs assessment and identifying resource inequities.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Garfield Community School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed: (1) By June of 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework. (2) By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD. 3) By June of 2024, each RCSD student will make at least one year’s growth in ELA and Math, for each year of enrollment in

the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap. Garfield Community School has detailed actions and services that align to these three main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these three main goals. The School Site Council met on Tuesday, October 17, 2023 to approve the following SPSA plan.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Climate surveys are administered twice a year once in the fall and once in the spring to parents, staff, and students. Spring 2023 Panorama Student Survey Results indicated that we as a staff have work to do when it comes to meeting the needs of our students. For the 3rd-5th grade cohort, favorable ratings in the areas of Student-Teacher Relationships and Rigor of School expectations hovered around 60%; however, in three areas (School Belonging, School Safety, and School Climate) favorable ratings dipped closer to 55%. The favorable rating in the area of School Engagement was 43%. The 6th-8th grade cohort showed less favorable results with an average of 37.5% favorable ratings in the five categories. Notably, only 38% gave a favorable response to questions in the area of school belonging and 21% to school engagement. These percentages mirror district-wide trends; however, we also know that the more students engage with the work and the more that they feel like they belong, the greater academic success they will achieve. We received only 36 responses to the family survey, indicating the need for greater outreach. Families who took the survey responded most favorably in the areas of school climate (66%) and school safety (60%) with the three highest areas of growth being Cultural Awareness and Action, and Academic Care (53%) and Family Engagement (10% favorable).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administration (principal and assistant principal) visit classrooms to observe student engagement, language development strategies, classroom environment, academic instruction, and management strategies that support the social-emotional, physical, and intellectual development and learning of the community. Informal visits are conducted bi-weekly and are also conducted in the presence of members from the broader RCSD community including coaches, directors, board members, assistant superintendents, and Superintendent Dr. Baker. Our K-5 teachers are following the newly adopted math curriculum, Illustrative Mathematics, which will lead to greater alignment within and between grade levels. Middle School teachers are currently using district-adopted CPM curriculum in math and receive support from district staff development. In Language Arts, K-5 teachers work in our 50:50 bilingual model and continue to implement Benchmark Advanced and Benchmark Adelante curricula. Eight grade staff uses Amplify (6th-8th). Staff supplements state adopted texts with high-interest novels and texts found on sites such as Newsela, Nearpod, Readworks, Learning A to Z etc. We have also noted staff leading students in foundational skills lessons using district-adopted curricula such as Aprendo a Leer, Heggerty, and SiPPS. Administration has also observed staff seeking to increase student engagement by connecting learning to student experiences, concerns, and cultures. Students regularly engage in reading and discussions that are linked to current events and demonstrate learning through high-interest projects and enrichment opportunities. Community circles, restorative practices, and social-emotional learning are regularly observed in classrooms and provide the opportunity for discourse and healing necessary for the social, emotional, physical, and intellectual well-being of students and staff. Findings include the need to increase academic rigor, positive redirections, and the frequency, depth, and linguistic complexity (i.e. vocabulary, syntax, grammar, etc) of student discourse.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Garfield uses state- and district-adopted assessments to modify instruction and improve student achievement including: CAASP (2023), ELPAC, iReady English Reading Diagnostic, iReady Math Diagnostic, iReady Spanish Reading, CAST, CAA, Brigance (Kindergarten, English & Spanish), and Foundational Skills Assessments from CRLP, IWT, BPST, etc. Additionally, resource specialists utilize the Qualitative Reading Inventory (QRI) to assess special education students.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In 2022-2023, data from iReady Math and English reading diagnostics were used three times a year to monitor student progress. Staff met to analyze areas of strength and need and to plan instructional next steps. During the 2023-2024 school year, there will be a focus on improving our Tier 1 practices so that students make one or more year of progress and more students fall into the meeting/approaching standards category. Data will also be used as part of our planning so that supplemental supports (e.g. tutoring, reading intervention, small groups during and outside the school day) for Tier 2 and Tier 3 students can be implemented. Specifically, reading intervention specialists supported classroom teachers in administering foundational skills assessments in order to facilitate the grouping of students according to their areas of need. This will enable teachers to not only meet the needs of the general population but to better serve students with disabilities, Socio-economically Disadvantaged students, and our Hispanic students with in classroom instruction targeted to their current levels.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCSD provides staff development personnel for professional development and access to instructional materials training with ongoing training and coaching for grade levels and individual teachers as needed.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCSD ensures all staff development and professional learning experiences are directly connected to content standards, assessed student performance, and professional needs. This includes: State Adopted materials in language arts and math, Reading and Vocabulary Routines, Special Education support and materials, and social/emotional classroom strategies.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Garfield provides instructional support and assistance for teachers. The technology resource teacher supports teachers in integrating technology into the curriculum. Two reading specialists on-site assist classroom teachers with assessment as well as providing model lessons and coaching. In addition, reading specialists pull students for small group foundational skills intervention in order to serve all students but with a focus on students with disabilities, socially economically disadvantaged students, and our Hispanic students. We are also fortunate to have on-site an MTSS TOSA who monitors implementation of Tier 1 strategies, follows up on chronically absent students, and visits classrooms regularly to provide real time feedback. Mental health counselors push-in to classrooms once a week to model, debrief, and co-teach SEL lessons with all K-8 classroom teachers. Our Math Instructional Assistant with the guidance of our MTSS TOSA and the district RCSD coach supports teachers with the planning, prepping, and delivery of the new math curricula in whole-group and small group settings. District ELD coaches are working with our K-5 staff to implement RCSD integrated units in order to accelerate the language development of students and to align our K-5 bilingual program. The RCSD STEAM coach also is assisting K-5 staff with the integration of FOSS Science Kits into the Language Arts Curriculum. The Newcomer TOSA assists teachers in three newcomer classrooms (2nd-3rd, 4th-5th, 6th-8th). This program is new to Garfield.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level planning and/or department planning (K-2nd, 3rd-5th, 6th-8th) is provided at least 2-3x a month during staff meeting designated times as well as during K-5 release times(2x weekly). Additional release times are also being scheduled and coordinated with RCSD coaches throughout the year. Paid planning times are available on Saturdays and/or after-school as needed.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards, as per district guidelines.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics are as per district guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule and master schedule flexibility follow district guidelines to ensure teachers are progressing through content. Teachers use assessments to determine high-impact standards and areas of improvement. They adjust schedules as necessary to better challenge, engage, and meet the needs of their students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards, as per district guidelines.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Garfield School uses SBE-adopted and standards-aligned instructional materials. Additionally, resource specialists and special education teachers utilize additional evidence-based programs based on student need.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers implement various practices to ensure that Students with Disabilities, Socially-Economically Disadvantaged Students, and Hispanic Students have equal access to the curriculum. During reading instruction, students receive foundational skills support at their level to fill in learning gaps. Teachers meet regularly in small groups to target specific needs in both math and language arts. English Language Development (ELD) instruction is integrated into the curriculum and instructional program, and designated ELD is provided to Garfield's English Learners (ELs) in either small groups or whole class. Special Education students in our K-2 and 3-5 classes are mainstreamed into general education classes. K-8 resource specialist support for our identified special education students is provided through both push-in and pull-out model ensuring access to the regular core curriculum and instruction.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Garfield School utilizes equity-based practices to increase student engagement and voice. We connect the Common Core State Standards and State Adopted Curriculum to the concerns and culture of students so that they are engaged in and connected to their learning. We support the social-emotional and physical health of students so that they can be more fully present. We implement community circles, restorative practices, and positive interventions in order to encourage students to express themselves clearly and confidently in order to grow fearless leaders who are able to use their education to advocate for themselves, their families, and their communities.

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Garfield School community works together to support student needs. Communication with parents, staff observations, surveys, and student check-ins throughout the day provide personnel with the data necessary to provide interventions as necessary. Interventions and support include after-school programs through the Boys and Girls Club of the Peninsula, PAL, Casa Circulo, Friends for Youth, Project Read, and College Advising Prep. Sports programs provided through Stanford Park Sports, Casa Circulo, PAL, and SAL are also available to students. Garfield also has a robust and well-established mental health program that provides individual, group, and family counseling. In addition, regular food, uniform and clothing distributions are held. Information re: supports available from city, county, and state agencies are consistently shared with the community.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are involved in the planning and approving of the Site SPSA that includes actions and services for Title I and ASES grants. Families participate in ELAC, SSC, Cafecito and various other parent meetings that discuss issues for Language Learners, students with disabilities, socially-economically disadvantaged students, Hispanic Students and all other groups of students. Topics include: reclassification criteria, results of academic assessments, chronic absenteeism and suspension rates. Parents are also provided with ways to support their children at home, to be involved in school, and other items as outlined in the Family Engagement district and site policies such as the Parent Compact.

### Funding

#### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Title I funds are used as required for direct services to students to improve their student achievement. This includes tutoring, after school support, student field trips, and supplemental intervention materials to enhance both content area and social-emotional learning.

#### Fiscal support (EPC)

Local funds and private donations supplement district and federal funding.

## Stakeholder Involvement

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

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

The SSC developed the content of the SPSA (EC Section 64001[g][1]). The SPSA is reviewed annually and updated, including proposed expenditures of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data was reviewed monthly to determine student progress and progress toward actions and services. As part of our regular ELAC meetings, parents and ELAC leadership discussed school data including chronic absenteeism, suspension rates, reading achievement, math achievement as well as ELPAC levels and redesignation rates. ELAC parents also participated in various meetings and provided input in the areas of Parent Involvement Policy, School Compact, review of actions and services and the development of the SPSA. SSC reviewed and approved the budget on October 17, 2023. The members of the SSC represent the composition of school's pupil population. (EC Section 65000[a]). The members include principal, classroom teachers, parents of pupils attending and other members of the community. Garfield follows the minimum numbers of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members).

# Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	2021-2022 Dashboard	2022-2023 Dashboard (projected)	2021-2022 Dashboard	2022-2023 Dashboard (projected)
SWD (Very Low) Hispanic (Very Low) SED (Very Low)	SWD (Very High) 50.6% Hispanic (Very High) 40.9% SED (Very High) 49.3%	"SWD (Very High) 49.4% Dashboard color: Red Hispanic (Very High) 34% Dashboard color: yellow SED (Very High):32.5% Dashboard color: Yellow"	SWD (Medium) 1.1% Hispanic (Medium) 2.4% SED (Medium) 2.4%	"SWD (Very High) 6% Dashboard color: Red Hispanic (High) 5% Dashboard color: red SED (High): 5.7% Dashboard color: Red"

## ATSI Criteria:

A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

## Resource Inequities

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

The school community including administrators, leadership team, staff, and parents reviewed academic assessments including state, district, and school data in all areas, i.e. social-emotional indicators, chronic absenteeism, suspension rates and academic data (e.g. SBAC, ELAC, iReady, and assessments of foundational skills in reading). Analysis revealed that students were not reaching growth targets, especially students identified as Hispanic, Socially-Economically Disadvantaged Students, or Students with Disabilities. In planning for the SPSA, the community looked at the activities included in the 2022-2023 SPSA. Revisions and additions were suggested such as increasing tutoring and small group programs available on-site both during the school day and after hours. Parents especially advocated for this resource after seeing the disproportionate numbers of students in the bottom quartiles on statewide assessments as well as the number of students not making one year growth on the ELPAC. Both staff and parents believed that the site needed additional reading specialists on-site to both lead intervention groups as well as to provide coaching in best practices to teachers.

Math and English Language Development data also indicated a need for greater curricular and instructional practices alignment. Staff noted that progress for all students but especially for Hispanic students, Socio-economically Disadvantaged Students, and Students with Disabilities depends heavily on the skill and training of staff. As of October 7, 2023, Garfield has 30 teaching positions. 17/30 are filled with probationary teachers, 8 with certificated teachers, and 1 with a long term substitute. As of this writing, we currently have 3.5 vacancies including 1.5 Resource Specialist

Program Teachers, a STEAM teacher, and a Music Teacher. The absence of the RSP teachers(s) is especially concerning since classroom teachers rely on RSP teachers to make suggestions for classroom interventions and to support them on the implementation of accommodations and modifications to maintain and accelerate academic progress while students are in the general education classrooms. Despite the high need indicated by our ATSI, we also have been allotted only .8 FTE school psychologist who is another important resource when supporting SWD in the general ed classrooms. While lack of experience does not always indicate lack of skill, the relative inexperience of staff does indicate a high need for strong on-site coaching, staff development, and planning time. As a result, the community voiced the need for the 2023-2024 SPSA to contain activities and corresponding budget allocations that include staff training, coaching, and release time for teachers. Stakeholders also voiced the need to hire and retain skilled teachers as well as to engage and motivate students in academics by meeting their social, emotional, and physical needs through more personally and cultural relevant materials and enrichment such as field trips, community events, and sports programs.

Staff and families were also concerned by the high suspension and chronic absenteeism rates in our ATSI groups and believed that continuing counseling services, a more streamlined attendance tracking process, and maintaining/increasing social-emotional learning in classes was warranted. Increasing parent participation and parent presence on campus is another area of focus: the stronger the relationships between school and home, the greater success for all students, especially our least-reached students. The community is hopeful that in addition to site funds, RCSD continues to support Garfield as they have in past years in improving progress for the sake of the entire student population but especially our Hispanic, SWD, and SED subgroups.

# Goals, Strategies, Expenditures and Annual Review

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

## Goal 1

By June of 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Metrics: Enrollment, chronic absenteeism, suspensions

## Identified Need

### Student Enrollment Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	21-22	22-23	23-24
American Indian or Alaskan Native		0	0
Asian	2	3	5
Black or African American		0	0
Decline to state		1	0
Filipino		0	0
Hispanic/Latino	514	507	384
Native Hawaiian or Other Pacific Islander	2	0	0
Two or More Races		0	3
White	5	5	4
	528	515	396

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	50	59
Grade 1	58	49	50
Grade 2	51	51	51
Grade3	63	51	53
Grade 4	64	62	54
Grade 5	62	65	64
Grade 6	62	63	5
Grade 7	58	62	9
Grade 8	61	62	51
<b>Total Enrollment</b>	<b>528</b>	<b>515</b>	<b>396</b>

## Chronic Absenteeism

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	0	0%		
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	177	34%	20%	20%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	0	0%		
White	*	*		
<b>Total</b>	<b>180</b>	<b>34%</b>		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	29	52%	24%	30%
Grade 1	18	36%		
Grade 2	16	31%		
Grade 3	22	43%		
Grade 4	17	27%	20%	25%

Grade 5	22	33%		
Grade 6	22	34%	20%	30%
Grade 7	17	27%		
Grade 8	17	27%		
<b>Total</b>	180	34%	31%	30%

## Suspension

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	0	0%		
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	28	5%	10%	5%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	0	0%		
White	*	*		
<b>Total</b>	29	6%		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	0	0%		
Grade 1	1	2%		
Grade 2	1	2%		
Grade 3	0	0%		
Grade 4	3	5%		
Grade 5	3	5%		
Grade 6	2	3%		
Grade 7	13	21%		
Grade 8	6	10%		
<b>Total</b>	29	6%	10%	5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-economically Disadvantaged, Hispanic

Strategy/Activity

The Community School Coordinator will manage and direct services of the community school especially those that provide goods and services to students in the socially economically disadvantaged group. These services may include: 1) food distribution; 2) providing backpacks and school supplies; 3) sharing information regarding off-campus providers such as doctors, dentists, social workers, and counseling. In addition, the CSC will lead parent engagement events and facilitate home-school relationships.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Site Improvement Funds

District Funded

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Socio-economically Disadvantaged, Hispanic

Strategy/Activity

The Community School Administrative Assistant will support the CSC in the day-to-day operations of the Family Center including the facilitation of home-school communication, the distribution of goods and services, and providing information families need regarding school programs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities, Socio-economically Disadvantaged, Hispanic

Strategy/Activity

The MTSS TOSA will support and lead staff development efforts around effective Tier 1 instruction. In addition, he/she/they will lead screen team meetings, MTSS site meetings, and efforts to decrease chronic absenteeism for target students who are SED, Hispanic, and SWD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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Strategy/Activity

Support the social-emotional health of the community with 3.25 full-time on-site Mental Health Counselors who provide: 1) group, family, and individual counseling; 2) parenting classes; 3) staff PD and support in implementation of school-wide SEL initiatives. Garfield students will have access to counseling during the school day and during after-school programs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
23,120	Measure U

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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Strategy/Activity

Provide and implement SEL Curricula in order to support the social-emotional well-being of students: We Do It for the Culture (4th-8th) and Second Step (K-3rd). Members of the counseling team and teachers will lead SEL lessons in K-8 classrooms at least once a week. Discussions will center around issues such as bullying as well as increasing emotional self-awareness, positive social interactions, and exploring appropriate ways to express feelings of excitement, anger, frustration, etc. The counseling team will meet with teachers in grade level groups for monthly check-in meetings.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I

0

None Specified

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Support the implementation of 2023-2024 Positive Behavior Interventions System. This will include attendance, SEPI traits, and honor roll certificates each trimester to recognize students who are positively impacting the community. Students will also have the opportunity to earn "Gator tickets" which may be used to purchase items at the student store or be entered in weekly raffles. Students needing additional support and/or redirection will conference with teachers who will use a Behavioral Intervention Form (BIF) to document the interaction and plan next steps. A committee will be established to evaluate the strengths and areas of need in our PBIS system and proceed accordingly. Additional funds will be used as incentives to support appropriate behavior and student leadership. Teachers serving on PBIS committee will be eligible for stipends.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,000

Title I

5,000

Site Improvement Funds

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities, Socio-economically Disadvantaged, Hispanic

#### Strategy/Activity

The principal, assistant principal, community school coordinator, MTSS TOSA, school psychologist, and counseling team will oversee the Response to Intervention Program and monitor Screen Team referrals in order to more effectively meet the social, emotional, physical, and academic needs of students. The team will create and implement the use of a SEPI (social-emotional-physical-intellectual) Support Form to better identify students who need more or less intensive academic, behavioral or mental health services. In addition, the team will provide/suggest appropriate interventions, and monitor the effectiveness of interventions. Screen teams will meet with families and classroom teachers to review data and brainstorm accommodations and interventions that can be put into place to support the student. Data and information from parent and student interviews will also be considered. Team suggestions will be implemented and data collected for 4 weeks at which time the team will reconvene and consider next steps (e.g. additional accommodations, consideration for SST, SPED referral, etc).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop and strengthen relationships within the Garfield community by increasing parent participation in school events. Meetings such as ELAC, SSC, and Cafecitos will include information of particular interest to parents such as but not limited to: reading and math strategies, bullying, social media. Community Events will be held to increase parent presence on campus. Events may include (but not be limited to) Trunk n’ Treat, Día de Niño, Field Day, Movie Nights, and Graduations. Family Center will host Family Bonding Nights where parents and children participate in activities such as painting and cooking. Food, beverages, and snacks may be provided when meetings are held during traditional meal times and to increase attendance. Interpretation of verbal and written communication will be provided as needed at all meetings including parent-teacher conferences. Childcare, yard duty supervision, and additional custodial and office services will also be made available when necessary.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

9,891	Title I
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13,500	Site Improvement Funds
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for students to participate in on-campus arts programs during the school day in order to enrich and support in-class learning and social-emotional health.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

32,000

Measure U

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities, Socio-economically Disadvantaged, Hispanic

#### Strategy/Activity

Provide enrichment activities to enhance student learning, motivate school attendance, and support the social-emotional health of students. This may include but is not limited to: field trips, assemblies, guest speakers, celebration weeks/months (e.g. Kindness Challenge, Hispanic Heritage Month, Día de Los Muertos, etc).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,500

Title I

14,860

Site Improvement Funds

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Support the social, emotional, physical and intellectual health of students by providing the opportunity for them to participate in a quality PE program led by an experienced teacher: TK-5 program (2x weekly) and middle school program (daily).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

61,880

Measure U

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanics

#### Strategy/Activity

PE teacher will lead and coordinate the Tobacco Use Prevention Education program. This staff member will work with the MTSS TOSA and Garfield leadership to help create a referral pathway

for student intervention, alternative to suspension, tobacco and cannabis education, counseling and student engagement.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

### **Strategy/Activity 13**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities, Socio-economically Disadvantaged, Hispanic

Strategy/Activity

Behavior Specialist will be on-site approximately 2 days/week to consult with teachers and provide support for students needing Tier 2 interventions and/or creation of Behavior Intervention Plans.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental

### **Strategy/Activity 14**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Enhance student learning by providing after school programs free-of-charge. Partnerships will include among others: PAL, BGCP, Casa Circulo. Stanford Park Sports, Friends for Youth, Kiwanis Kids.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

Title I

### **Strategy/Activity 15**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase opportunities for students to participate in after school activities in the arts including but not limited to: dance, zumba, choir, theater, crafts, drawing, painting, etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,464

Site Improvement Funds

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administer the Panorama Survey to all stakeholders including staff, parents, and students (3rd-5th) and a site-developed survey to K-3 students in order to assess and evaluate social, emotional, physical and intellectual needs of community members.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase emergency disaster kits

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Site Improvement Funds

# Goals, Strategies, Expenditures and Annual Review

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

## Goal 2

By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Metrics: Reclassification within 5 years of enrollment, summative ELPAC results

## Identified Need

### 2022-2023 Summative ELPAC

Grade Level	Overall Performance Level 22-23							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	13	17	6	3	33%	44%	15%	8%
Grade 1	18	13	5	0	50%	36%	14%	0%
Grade 2	14	13	10	1	37%	34%	26%	3%
Grade 3	7	14	13	2	19%	39%	36%	6%
Grade 4	9	14	16	3	21%	33%	38%	7%
Grade 5	4	12	16	6	11%	32%	42%	16%
Grade 6	8	11	9	1	28%	38%	31%	3%
Grade 7	5	6	5	5	24%	29%	24%	24%
Grade 8	7	5	8	2	32%	23%	36%	9%
All Grades	85	105	88	23	28%	35%	29%	8%

\* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

### Reclassification

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	41	0	0%		33	0	0%		
Grade 1	43	0	0%		40	2	5%		
Grade 2	39	3	8%		39	0	0%		
Grade 3	52	1	2%		39	3	8%	5%	10%
Grade 4	46	4	9%		52	4	8%		
Grade 5	49	9	18%		43	3	7%		
Grade 6	33	4	12%		40	7	18%	20%	

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 7	32	6	19%		31	5	16%		
Grade 8	23	2	9%		30	9	30%	20%	
All Grades	358	29	8%	20%	347	33	10%	11%	10%

\* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

### Long term English Learner (LTEL)

Grade Level	22-23			2023-2024
	# of EL	# of LTEL	% of LTEL	Target for 23-24
Grade 3	39	0	0%	
Grade 4	52	3	6%	
Grade 5	43	38	88%	
Grade 6	40	35	88%	
Grade 7	31	24	77%	
Grade 8	30	24	80%	
All Grades	347	124	36%	30%

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 5 years (grade 3 and up)

### EL Level Growth

Grade Level	Percentage of students who increase at least 1 ELPAC level	
	21-22	22-23
Grade 1	23%	17%
Grade 2	63%	37%
Grade 3	38%	36%
Grade 4	38%	46%
Grade 5	54%	39%
Grade 6	50%	8%
Grade 7	44%	32%
Grade 8	38%	20%
All Grades	44%	32%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement the 50:50 Bilingual Model. With the support of district staff, teachers will provide primary language instruction to students in Kindergarten-third grade. Instruction will be culturally and personally relevant and build upon home language and home culture. 4th-5th grade staff will continue Spanish Language instruction in Science and/or social studies to support continued proficiency. The 50:50 model will create a strong social-emotional and academic foundation for the acquisition of English.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Socio-economically Disadvantaged, Students with Disabilities, Hispanic

Strategy/Activity

Support the academic progress of all students but especially our Hispanic, SWD, and SED subgroups by providing release time and/or stipends for teachers. District coaches will train Kindergarten-5th grade staff in the implementation of foundational skills curricula, integrated Units with a focus on early language acquisition strategies, principles of transference, aligning curriculum between grade levels, and modeling effective instructional practices. Social Studies units will offer diverse and inclusive perspectives to engage and motivate students. In addition, Kindergarten-5th grade teachers will receive support in implementation of Foss Science Kits from the District STEAM coach. Administrators and coaches will conduct walk-throughs and debrief findings with staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

All English Language Learners will participate in Targeted Instructional Groups (TIG) and Integrated ELD during Core classes. Designated ELD will also be provided using the newly purchased supplemental Language Power Curriculum (K-5th, 8th grade). District will provide professional development.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Purchase content-based, culturally-relevant materials that are age- and language-level appropriate. In addition, purchase, supplies and materials for learning incentives, projects, and enrichment opportunities will also be provided. This may include on-line resources (and the necessary software licenses) that support all students but especially our Hispanic, SWD, and SED subgroups.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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10,000

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

**Strategy/Activity**

An instructional assistant will provide small group support based on language development levels. Instruction will be targeted to the needs of students and may include use of supplemental Language Power curriculum or materials suggested by RCSD coaches.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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District Funded

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity

Three Newcomer Center Teachers (2nd-3rd, 4th-5th, 6th-8th) will provide intensive supports to students new to the United States in order to facilitate their acculturation to the school system as well as to support their social, emotional, physical, and intellectual health.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity

An instructional assistant will provide support to newcomer students to help in their language development as well as their acculturation to the US school system

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity

Provide opportunities for students in bilingual newcomer programs to participate in on-campus arts programs during the school day in order to enrich and support in-class learning and social-emotional health

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

#### Strategy/Activity

Host “Families Learning English Together” Events. These will be immersive experiences where parents and children develop and practice English Language Skills while engaging in authentic learning experiences. Events may include Family Math Nights, Family Science Nights, Family Literacy Nights, Live Performances, Saturday Family Field Trips to places such as (but not limited to) San Jose Tech Museum, Discovery Museum, Tidepools, etc. Food (when events take place during traditional meal times), Transportation, Custodial, and Personnel Support will be provided as necessary.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Title I

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanic

#### Strategy/Activity

Implement a device check out system for families where parents and students receive training in how to use programs available for literacy and ELD development. Site will purchase devices such as chromebooks and iPads that will be available for families to borrow for home use.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I
5,000	Site Improvement Funds

# Goals, Strategies, Expenditures and Annual Review

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

## Goal 3

By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Metrics: iReady (eventually CAASPP)

### Identified Need

#### iReady - Reading

*Percentages are based on number of students who are on or above grade level*

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	45	20%				
Grade 1	43	7%				
Grade 2	44	5%		47	4%	
Grade 3	46	30%	20%	47	6%	12%
Grade 4	54	13%		48	4%	
Grade 5	59	15%		58	5%	
Grade 6	61	7%	10%	5	0%	
Grade 7	59	20%		5	0%	
Grade 8	58	24%	20%	49	24%	
All Grades	469	16%		259	8%	16%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	288	6%	10%	176	2%	8%
ELL - No	181	32%		83	22%	25%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	46	7%	10%	10	10%	15%
Special Education - No	423	17%		249	8%	12%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	*	*		*	*	
Declined to State	*	*		*	*	
Hispanic/Latino	463	16%	20%	253	8%	16%
Native Hawaiian or Other Pacific Islander	*	*				
White	*	*				

## iReady - Mathematics

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	47	13%				
Grade 1	44	16%		49	0%	
Grade 2	45	4%		47	0%	
Grade 3	45	9%	10%	47	2%	8%
Grade 4	54	9%		47	0%	
Grade 5	59	10%		59	2%	
Grade 6	60	5%	20%	5	0%	
Grade 7	58	10%		5	0%	
Grade 8	58	16%	20%	49	6%	
All Grades	470	10%		308	2%	8%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	288	5%	20%	214	0%	8%
ELL - No	182	19%		94	5%	

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	47	4%	10%	10	0%	8%
Special Education - No	423	11%		298	2%	

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	*	*		*	*	
Declined to State	*	*		*	*	
Hispanic/Latino	463	10%	15%	301	1%	12%
Native Hawaiian or Other Pacific Islander	*	*				
White	*	*		*	*	

## CAASPP-Language Arts

Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	59	4	7%	46	4	8%		
Grade 4	63	7	11%	54	2	3%	15%	6%
Grade 5	57	4	7%	59	8	13%		
Grade 6	61	14	23%	57	4	7%	25%	
Grade 7	57	12	21%	59	26	44%		
Grade 8	61	19	31%	57	11	19%		
All Grades	358	60	17%	332	55	17%	20%	20%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	200	7	4%	178	9	5%	10%	8%
ELL - No	158	53	34%	153	46	30%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	54	4	8%	37	1	3%	15%	6%
SPED - No	304	56	19%	294	54	18%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian				*	*	*		
Hispanic/ Latino	349	59	17%	327	55	17%	30%	20%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Native Hawaiian or Other Pacific Islander	*	*	*					
Two or More Races	*	*	*					
White	*	*	*	*	*	*		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	10	0	0%	7	*	*		17%
Not Homeless	348	60	17%	324	54	17%		

### CAASPP-Math

Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	63	1	2%	46	4	8%		
Grade 4	63	4	6%	54	1	1%	10%	5%
Grade 5	61	0	0%	60	5	8%		
Grade 6	61	9	15%	59	0	0%	20%	
Grade 7	57	10	18%	59	13	22%		
Grade 8	61	13	21%	58	6	10%	40%	
All Grades	366	37	10%	336	29	9%	15%	12%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	208	5	2%	182	4	2%	10%	6%
ELL - No	158	32	20%	153	25	16%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	55	1	2%	37	1	3%	5%	6%
SPED - No	311	36	12%	294	28	10%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian				*	*	*		
Hispanic/Latino	357	37	10%	327	29	9%	20%	12%
Native Hawaiian or Other Pacific Islander	*	*	*					
Two or More Races	*	*	*					
White	*	*	*	*	*	*		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	10	0	0%	7	*	*		14%
Not Homeless	356	37	10%	324	29	9%		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Kindergarten-8th grade teachers will participate in staff development and teacher collaboration time to increase effectiveness of Tier 1 instruction. Staff will be released during the school day, attend during regular and Super Minimum Day staff meetings, and/or receive stipends for attendance beyond contracted hours in order to receive coaching around: best practices and District-approved Curriculum/Integrated Units, review of CCSS, selection of lesson objectives, and assessment of student progress (e.g. Brigance, iReady, CRLP, etc). Staff development will include but not be limited to: targeted ELD instruction, iReady, Foundational Skills, instructional strategies to increase effectiveness of content area instruction, etc. Teachers will also be encouraged to and provided with leadership opportunities by participating in District committees (EL3, Science Lead Learners, Digital Lead Learners, Grade Level Leaders, etc. ). The Garfield MTSS Academic Team led by the MTSS TOSA will be dedicated to the analysis of reading data, research of best practices, and alignment of program across grade levels.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Measure U
	None Specified

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanic

### Strategy/Activity

K-8th students will receive small group instruction delivered by classroom teachers and RSP staff when appropriate. Teachers will plan for small groups using data from various assessments (e.g. iReady, CRLP assessments, Brigance, etc.). They will monitor student progress, and change student placement in groups as necessary. Additionally, Middle School teachers will group students according to areas of need and provide appropriate interventions and enrichment during Targeted Instructional Groups (TIG) in both language arts and math. Students performing below grade level in reading or math will receive targeted instruction at their level.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanic

### Strategy/Activity

Two Reading Intervention Teachers will provide foundational skills instruction to K-5 students performing below grade level in reading. Support will be provided in Spanish or English depending on the needs of students. Assessments will be administered at a minimum of every trimester and will be used to assess the progress of students as well as to determine who should exit and/or enter the program.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	None Specified

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanic

### Strategy/Activity

Reading Intervention Teachers will provide training and support in SiPPs to 4th-5th grade teachers. This will include model lessons and coaching. SiPPs is being used in SPED classrooms. Aligning foundational skills curriculum will help SWD as they move between general education and special education classrooms.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)


Source(s)

District Funded
None Specified

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanic

### Strategy/Activity

Reading Intervention Teachers and District Coaches will support K-3 staff in delivery of foundational reading skills lessons especially as it pertains to implementation of Heggerty and/or Aprendo a Leer curricula. The curricula will enable teachers to fill in learning gaps of SWD, SED, and Hispanic students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)


Source(s)

District Funded
None Specified

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain and strengthen the use of technology. The primary responsibility of the Technology Resource Teacher (TRT) will be to manage the technology program and ensure that the community

has equitable access to curriculum. Duties will include: purchasing and/or requesting additional devices as necessary (e.g. Chromebooks, iPads, hotspots, chargers, adaptors etc), facilitating repairs, and acting as liaison between the District Office technology team and Garfield staff. In addition, the Technology Resource teacher will purchase and renew applications and programs that support and extend student learning in ELA, SLA, and math as well as provide training and support to teachers in ways to engage and enrich student learning. Technology such as damaged chromebooks, ipads, sound amplification devices will be purchased and repaired as necessary.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

68,340

Measure U

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

An instructional assistant under the direction of MTSS TOSA and RCSD Math coach will support teachers in implementation of the new district-adopted K-5 math curriculum. Duties may include (but are not limited to) small group support and co-teaching lessons.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

TK Students

Strategy/Activity

An instructional assistant under the direction of the classroom teacher will provide classroom support to students enrolled in the TK program. Duties may include (but are not limited to) supporting in centers, supervising students during outdoor activities, etc.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students With Disabilities

#### Strategy/Activity

The Special Education Resource Teacher (RSP) will provide push-in and/or pull-out support. Specific research-based materials such as Read180 and SiPPS will be used during pull out sessions to address student needs as dictated by IEPs. Every 6-weeks, Special Education students will have progress monitoring completed to determine growth and next steps. In addition, the RSP teacher will meet regularly with general education teachers to support the progress of Students with Disabilities in the general education setting through the alignment of practices and to make sure that accommodations and modifications in the individual education plans of students are being followed.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students With Disabilities

#### Strategy/Activity

The School Psychologist (80%) will work with the Resource Specialist to communicate aspects of students' individualized education plans with teachers, reading specialists, and the MTSS TOSA so that students with disabilities receive the supports they need when in the general educational setting.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Socio-economically Disadvantaged, Hispanics

#### Strategy/Activity

Offer small group and/or 1:1 tutoring in reading and math during and after-school for students who are not meeting grade level content area standards. K-8 teachers will receive a stipend for office hours, individual, or small group support beyond contract hours. Outside Agencies such as College Advising Prep and Project Read will provide additional services. School will seek out additional partners to provide support for ATSI groups (SWD, SED, Hispanics).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80,000	District Funded
40,000	Measure U

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement after school intervention, enrichment and recreation programs including partnerships with PAL, Casa Circulo, Boys and Girls Club of the Peninsula (BGCP), and mentoring with Friends for Youth. These entities provide academic support in math, reading, and homework help. They also create spaces for the building of healthy student-student and student-adult relationships.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplies and materials needed to support and enrich the classroom curriculum and to support the diverse learning needs of all students but especially students in our SWD, SED, and Hispanic subgroups. This will include the purchase of furniture such as flexible seating options, software licenses to support literacy and content area instruction, materials supporting literacy such as foundational skills kits, and classroom library books at the independent reading level of students. Funds will also be provided for teachers to purchase supplies for student projects (k-8) and electives (6-8) such as mariachi music, peer tutoring, environmental science, student council, video production, yearbook, journalism, etc. Purchases may include devices such as iPads, cameras, sound amplification systems, adaptors, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Measure U
19,000	Site Improvement Funds

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide students with opportunities to attend field trips such as Outdoor Ed, museums, performances, and college campuses in order to enhance their learning and the relevancy of in-classroom instruction to their personal experiences.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Measure U
18,000	Title I

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide students with opportunities to engage in science-based activities during and after school. This may include but not be limited to Gardening, STEAM activities, Robotics, Coding, Engineering clubs, etc. Outside agencies will be approached and/or stipends provided for staff supporting, participating, and/or leading activities beyond contract hours. Classes will be available to all students but focus will be on our ATSI subgroups.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$113,476.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$525,595.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$117,391.00

Subtotal of additional federal funds included for this school: \$117,391.00

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

State or Local Programs	Allocation (\$)
District Funded	\$80,000.00
Measure U	\$230,380.00
None Specified	\$0.00
Site Improvement Funds	\$97,824.00

Subtotal of state or local funds included for this school: \$408,204.00

Total of federal, state, and/or local funds for this school: \$525,595.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Lupe Torres-Khalil	Principal
Brittany Benedict	Classroom Teacher
Gabriel Font	Classroom Teacher
Frida Miranda	Classroom Teacher
Alicia Alvarez	Other School Staff
Blanca Aguilar	Parent or Community Member
Isabel Rojas	Parent or Community Member
Elizandro Morales	Parent or Community Member
Jessica Camacho	Parent or Community Member
Luis Chavez	Parent or Community Member
Jose Rueda	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 17, 2023.

Attested:



Principal, Lupe Torres-Khalil on 10/17/2023



SSC Chairperson, Blanca Aguilar on 10/17/2023

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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