School Year: **2024-25**

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	May 22, 2024	June 5, 2024

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)

X Schoolwide Program
X Comprehensive 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 needing Comprehensive Support and Improvement. This means that based on data from the California School Dashboard, English Learners, Students with Disabilities, Hispanic, and SED were in the red and had the lowest indicator. Another area was English Learners did not make progress on ELPI , as well as Suspensions for Hispanic Students. Chronic Attendance area of need was for Students with Disabilities was also identified.

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 2025, 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 2025, 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 2025, 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 Wednesday, May 22, 2024 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 2024 Panorama Student Survey Results indicated that we as a staff have work to do when in comes to meeting the needs of our students.
For the 3rd-5th grade cohort, favorable ratings in the areas of :
Student-Teacher Relationships with 70% went up by 6%
Rigor of School expectations 68% dipped by 7%

However, in the following areas:
School Belonging 65% went up by 4 points
School Safety 53 % stayed the same
School Climate 52% dipped by 15%
School Engagement 49% dipped by 5% from the fall

The 6th-8th grade cohort favorable ratings in the areas of:
Access at 75%
Disapproval at 69%
Harm at 67%
School safety 64% down by 4% from the fall.
Cultural Awareness and Action at 62% favorable.

Areas of improvement are the following:
School Climate 44% dipped by 15% (67%)
Student-Teacher Relationships with 42% went down from (51%)
Rigor of School expectations 62% dipped by 7%

However, in three areas of
School Belonging 30% went up by 4 points (69%)
School Engagement 27% dipped by 5% from the fall 29%

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 58 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 78% and this went up from the fall (66%)
School safety 71% (60%) with the three highest areas of growth being
Cultural Awareness and Action 67% ,

Areas of improvement are the following:
Academic Care 58% up from fall (57%)
Family Engagement 12% down from the fall (19%).

LCAP Student Voice
Cited the need for more projects, STEAM activities, field trips, and relationship building between adults and students.

Advisory Council Student Voice:
A need for individualized academic support was noted by students, while parents indicated tutoring as a top student need.
Students reported experiencing verbal aggression from school staff, and feeling that they cannot fully trust counselors.
Students indicated that they need more trusted adults to talk with at school.

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. Eighth 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 2023-2024, data from iReady Math and English reading diagnostics were used three times a year to monitor student progress. iReady Language Arts data shows that students moved from 13% in September to 22 % for students meeting grade level standards. For two- three years behind students in the fall were 65% and by winter were reduced to 51%, thus moving students into one year behind with 28% in March 2024.

iReady Math Data for 2023-2024 also showed similar patterns of small growth. Student two-three years behind were at 52% in September and by March were reduced to 43%. This then increased to 48% of students one year behind by a difference of 15% from the fall. In the area of grade level there was 10% growth from the fall to the spring assessment.

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 will support 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 the greatest need.

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. In addition, parent workshops were brought to campus in the form of Parent University as well as a STEAM night and a literacy night planned for June.

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.

Members of the Garfield Advisory Council also examined parent and student feedback when making decisions regarding allocations of CCSPP funds. SSC reviewed and approved the SPSA & budget on May 22, 2024. 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/CSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator	Suspension Indicator
2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard
All students: Red (ELA: 86.7 points below standard. Math 118.7 points below standard)	All students: Yellow	All students: 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 reveals that students did not reach growth targets, especially students identified as English Learners, Hispanic, Socially-Economically Disadvantaged Students, or Students with Disabilities.

As noted in our SPSA submitted fall 2023, Garfield has 30 teaching positions. 17/30 were filled with probationary teachers, 8 with certificated teachers, and 1 with a long term substitute. New curriculum was introduced to our K-5 staff whose relative inexperience impacted the effectiveness of its implementation and affected the 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.

In addition, our Resource Specialist Teacher position was inconsistently staffed or understaffed until March. As a result, our students with disabilities did not receive their IEP mandated minutes and our teachers did not receive the support that a case manager would usually offer such as suggestions on how to implement accommodations and modifications that would have helped students with disabilities maintain and accelerate their academic progress while students in the general education classroom.

The community reviewed activities from the SPSA submitted in fall 2023. The Needs Assessment revealed that parents rated highly professional development, parent engagement events especially workshops around building literacy and math, and activities for students after school. Around 90% of families were satisfied with the English Language Development Program. Parents also rated highly the importance of the 50:50 bilingual model, a STEAM program and tutoring services. The Garfield

Advisory Council found similar results with parents requesting resources to help support student learning, expanded mental health services, and extracurricular opportunities for their children.

Student voice was also heard when developing the SPSA. The LCAP Student Voice committee cited the need for more projects, STEAM activities, field trips, and relationship building between adults and students. Students who participated in the Garfield Advisory Council Student focus groups advocated for tutoring and relationship building between adults and students.

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

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate
By June of 2025, 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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. By June of 2025, 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
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Garfield had a decline of 6.2% for chronic absenteeism during the 2022-2023 school year. Students with disabilities were in red on the California Dashboard yet they were able to maintain in chronic absenteeism. All other sub groups had a decline as well.

Suspension rates increased by 3.2% during the 2022-2023 school year. Subgroups in red were Hispanic with 5.4% and SED with 5.7%. Both increased by 3%.

A parent involvement and education plan is worked on each year for improvement, including the sharing of program goals and structures with families. The program ensures that effective, comprehensive communication between staff and parents is carried out on a regular basis throughout the school year. A parent involvement policy and a school-parent compact is on file at the school office and provided to each family annually.
All areas on the Climate survey saw a decrease for all 3rd-5th grade areas. Highest area was School Teacher Relationships with 70% favorable as well as School Rigorous Expectations with 68% favorable.

The two areas of need on the survey were School Engagement with 49% favorable and school climate with 52% Favorable.

For 6th-8th graders they had 64% for School Culture and 62% for Cultural Awareness and two areas of need were school engagement with 27% and 30% for School Belonging.

Garfield continues to work to increase its' communication to families regarding the importance of school attendance and closely monitor our Special Education students' attendance to provide support for those that are struggling to attend school on a regular basis.

Student Enrollment
Enrollment By Student Group

Student Groups	Number of Students		
	21-22	22-23	23-24
American Indian or Alaskan Native	0	0	0
Asian	2	3	5
Black or African American	0	0	0
Decline to state		1	0
Filipino	0	0	0
Hispanic/Latino	514	507	403
Native Hawaiian or Other Pacific Islander	2	0	0
Two or More Races	0	0	2
White	5	5	3
	528	515	413

Caption: Student Enrollment by Student Groups

Student Enrollment
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
Total Enrollment	528	515	413

Caption: Student Enrollment by Grade Level

Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
American Indian or Alaskan Native	1	20%		
Hispanic or Latino	113	26%	20%	10%
Two or More Races	1	50%		

White	2	67%		
Total	117	27%		

Student Groups	**2023-2024 as of April 3rd, 2024**		**Target**	
	Count	**Rates**	**2023-24**	**2024-25**
Kindergarten	28	43%	30%	15%
Grade 1	16	31%		
Grade 2	10	18%		
Grade 3	11	19%		
Grade 4	21	36%	25%	10%
Grade 5	15	21%		
Grade 6	2	25%	30%	
Grade 7	3	21%		
Grade 8	11	20%		
Total	117	27%	30%	10%

Suspension

Student Groups	**2023-2024 as of April 3rd, 2024**		**Target**	
	Count	**Rates**	**2023-24**	**2024-25**
Hispanic or Latino	4	1%	5%	1%
Total	4	1%		1%

Student Groups	**2023-2024 as of April 3rd, 2024**		**Target**	
	Count	**Rates**	**2023-24**	**2024-25**
Grade 2	1	2%		
Grade 5	3	4%		
Total	4	1%	5%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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,	Socio-economically Disadvantaged, Hispanic	5000 Measure U 20000 Site Improvement Funds

	social workers, and counseling. In addition, the CSC will lead parent engagement events and facilitate home-school relationships.		
1.2	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 and MTSS leadership meetings. They will also direct an action plan that addresses chronic absenteeism and includes monitoring,outreach, and an incentive system.	Socio-economically Disadvantaged, Hispanic	
1.3	Support the social-emotional health of the community with 3 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. One counselor will also provide family counseling.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	
1.4	Provide stipends and/or release time for members of MTSS Leadership Team	All Students	5000 Measure U
1.5	Provide and implement SEL Curriculum. Members of the counseling team and teachers will lead SEL lessons in k-5 classrooms at least once a week. The counseling team will meet with teachers in grade level groups for monthly check-in meetings. MH counselors will also organize and support buddy classrooms for structured peer interactions connected to the SEL framework and SEPI traits. Incentives & supplies will be purchased as needed.	All Students	2823 Title I

2000 Measure U |
| **1.6** | Evaluate and revise as necessary the current implementation of the Positive Behavior Interventions System (PBIS). Schedule regular assemblies that recognize students who are positively impacting the community. Students will earn "Gator Bucks" which may be used to purchase items at the PBIS 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. Provide incentives to support appropriate behavior and student leadership. Teachers serving on the PBIS committee will be eligible for stipends. Progress of the plan will be evaluated regularly via surveys and referral data. | All Students | 6000 Title I |
| **1.7** | The principal, assistant principal, community school coordinator, MTSS TOSA, school psychologist, and counseling team will oversee the Response to Intervention Program and monitor Support Team referrals in order to meet academic needs of students as well as reduce suspension and chronic absenteeism rates. 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 | Students with disabilities, Socio-economically Disadvantaged, Hispanic | |

	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 4-6 weeks at which time the team will reconvene and consider next steps (e.g. additional accommodations, consideration for SST, SPED referral, etc).		
1.8	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 Parent University. Family Center will host Family Bonding Nights where parents and children participate in activities such as painting and cooking. Snacks and beverages 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.	All Students	9000 Title I 2000 Site Improvement Funds
1.9	Hold Parent University Events at least once a trimester to support home-school partnership. Childcare, yard duty supervision, translation and additional custodial services will also be made available when necessary.	All Students	5000 Site Improvement Funds
1.10	Provide enrichment activities and assemblies to enhance student learning, reduce chronic absenteeism, and support the social-emotional health of students. This may include but is not limited to: field trips, assemblies, guest speakers, celebration weeks/months, and performances (e.g. Kindness Challenge, Hispanic Heritage Month, Día de Los Muertos, etc).	Students with disabilities, Socio-economically Disadvantaged, Hispanic	5000 Title I
1.11	Provide a K-5 PE Program	All Students	26,000 Measure U
1.12			
1.13			
1.14			
1.15			
1.16			
1.17			

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

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner
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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The English learner progress overall score was in orange on the California Dashboard which declined by 8.6%.

Steady progress was seen on the English Learner Progress Indicator with 41.55% making at least one ELPI level of growth.
41 Students reclassified in 2022-2023.
41% Maintained ELPI levels.
17.5% decreased ELPI levels.

In order to address the needs of the students, Garfield K-5 staff will be provided with Coaching for integrated ELD through TCM coaching model during the 2024-2025 school year. Data will be collected and anaylzed during grade level PLCs to identify next steps.

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	33.33	43.59	15.38	7.69
Grade 1	18	13	5	0	50.00	36.11	13.89	0.00
Grade 2	13	12	9	1	37.14	34.29	25.71	2.86
Grade 3	5	13	13	2	15.15	39.39	39.39	6.06

| 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
Grade 4	7	14	16	3	17.50	35.00	40.00	7.50
Grade 5	3	11	16	6	8.33	30.56	44.44	16.67
Grade 6	8	11	9	1	27.59	37.93	31.03	3.45
Grade 7	6	6	5	5	27.27	27.27	22.73	22.73
Grade 8	7	5	8	2	31.82	22.73	36.36	9.09
All Grades	80	102	87	23	27.40	34.93	29.79	7.88

* 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 | 22-23 | | | | 23-24 | | | | 24-25 |
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	33	0	0%		41	1	2%		
Grade 1	40	2	5%		38	3	8%		11%
Grade 2	39	0	0%		42				
Grade 3	39	3	8%	5%	40			10%	
Grade 4	52	4	8%		41	2	5%		8%
Grade 5	43	3	7%		49	2	4%		
Grade 6	40	7	18%	20%	4				
Grade 7	31	5	16%		7				
Grade 8	30	9	30%	20%	14	5	36%		
All Grades	347	33	10%	11%	276	13	5%	10%	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

Long term English Learner (LTEL)

| Grade Level | 23-24 | | | 2023-2024 | 2024-2025 |
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 3	42	0	0%		
Grade 4	38	2	5%		
Grade 5	51	30	59%		50%
Grade 6	4	0	0%		
Grade 7	12	0	0%		
Grade 8	16	8	50%		
All Grades	286	40	14%	30%	18%

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%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide release time and/or stipends for teachers. Coaches will train Kindergarten-5th grade staff in the implementation of district approved curricula and effective instructional practices. Teachers will also meet regularly to evaluate data, plan, and align instruction within and between grade levels.	All students	5517 Title I
2.2	Partner with Teacher Created Materials (TCM) for Professional Development and coaching with a focus on integrated ELD. The comprehensive professional development plan will integrate Administration, Support Coaches, and Classroom Teachers in order to enhance skills and foster growth across the board. Through a combination of professional development and coaching sessions, this approach will elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	
2.3	Create school-wide schedule with dedicated K-2 and 3-5 Designated ELD blocks to ensure that D-ELD occurs 35 mins day/5x a week. Coaching support will be provided.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	
2.4	An .5 FTE instructional assistant will provide support to newcomer students to help in their language development as well as their acculturation to the US school system.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	
2.5	Reading Specialists will provide targeted instruction during the D-ELD block to increase the rate of long time English Learners (LTEL) being reclassified.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	

2.6			
2.7			
2.8			
2.9			
2.10			
2.11			

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

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development
By June of 2025, 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)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Garfield Community School English Language Arts and Mathematics show that there was a decline on CAASP. For Language Art the decline was by 5.3 points and sub groups declined as well.
Students with disabilities declined by 8.1 points
Socioeconomically disadvantages declined by 3.4 points
Hispanic declined by 5.5 points
English Learners declined by 0.7 points.

In Mathematics decline was 7.9 points overall sub groups declined as well.
Students with disabilities declined by 18.8 points
Socioeconomically disadvantages declined by 7.8points
Hispanic declined by 8 points
English Learners declined by 4.4 points.

All groups are in red on the California Dashboard.

Local Assessment of i-Ready saw minor growth from 2nd- 5th grade and 8th grade. 13% growth was seen in 8th grade for students at or above grade level with a reduction of 16% in the 2-3 years behind levels.
Fifth grade students also saw a 10% growth for students at or above grade level and a reduction of 9% student moving out of 2-3 years behind.
Fourth grade had 12% growth, and reduction from 12% reduction of students 2-3 years below grade level.
Third grade had 17% growth for at or above grade level and reduction of 17% of student 2-3 years below grade level.

So overall on i-Ready steady growth was seen across the grade levels for 3rd-8th, with the third grade having the largest growth.

Garfield will have a site coach in 2024-2025 to support with coaching teachers in planning standard based lessons.
Coach will lead the teachers with data anaylsis and planning for differentiated instruction to support student learning.

iReady - Reading

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 2	47	2%		
Grade 3	50	20%	8%	25%
Grade 4	50	14%		
Grade 5	65	12%		
Grade 6	3	0%		
Grade 7	12	0%		
Grade 8	52	35%		
All Grades	279	16%	8%	25%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	191	4%	8%	25%
ELL - No	88	42%		

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	29	7%	8%	10%
Special Education - No	250	17%		

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	2	0%		
Declined to State	18	0%		
Hispanic/Latino	256	17%	12%	25%
White	2	0%		

iReady - Mathematics

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Kindergarten	47	17%		14%
Grade 1	48	8%		
Grade 2	47	6%		

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 3	50	6%	8%	25%
Grade 4	49	8%		
Grade 5	64	8%		
Grade 6	3	0%		
Grade 7	12	0%		
Grade 8	52	21%		
All Grades	372	10%	8%	25%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	259	4%	8%	25%
ELL - No	113	24%		

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	40	3%	8%	10%
Special Education - No	332	11%		

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	5	20%		
Declined to State	20	15%		
Hispanic/Latino	344	10%	12%	25%
White	2	0%		

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	23-24 Target %	24-25 Target %
Grade 3	59	4	7%	46	4	8%		
Grade 4	63	7	11%	54	2	3%	6%	25%
Grade 5	57	4	7%	59	8	13%		
Grade 6	61	14	23%	57	4	7%		
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%	25%

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	23-24 Target %	24-25 Target %
ELL - Yes	200	7	4%	178	9	5%	8%	25%
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	23-24 Target %	24-25 Target %
SPED - Yes	54	4	8%	37	1	3%	6%	10%
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	23-24 Target %	24-25 Target %
Asian				*	*	*		
Hispanic/Latino	349	59	17%	327	55	17%	20%	25%
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	23-24 Target %	24-25 Target %
Yes Homeless	10	0	0%	7	*	*	17%	25%
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	23-24 Target %	24-25 Target %
Grade 3	63	1	2%	46	4	8%		
Grade 4	63	4	6%	54	1	1%	5%	25%
Grade 5	61	0	0%	60	5	8%		

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	23-24 Target %	24-25 Target %
Grade 6	61	9	15%	59	0	0%		
Grade 7	57	10	18%	59	13	22%		
Grade 8	61	13	21%	58	6	10%		
All Grades	366	37	10%	336	29	9%	12%	25%

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	23-24 Target %	24-25 Target %
ELL - Yes	208	5	2%	182	4	2%	6%	25%
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	23-24 Target %	24-25 Target %
SPED - Yes	55	1	2%	37	1	3%	6%	10%
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	23-24 Target %	24-25 Target %
Asian				*	*	*		
Hispanic/ Latino	357	37	10%	327	29	9%	12%	25%
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	23-24 Target %	24-25 Target %
Yes Homeless	10	0	0%	7	*	*	14%	20%
Not Homeless	356	37	10%	324	29	9%		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Kindergarten-5th grade teachers will participate in staff development, teacher collaboration time, and professional learning communities (PLCs) to increase effectiveness of Tier 1 instruction. Time will be built into the school day. Stipends will be available for meetings beyond the school day.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	5000 Site Improvement Funds 10000 Other
3.2	Teachers will participate in a Summer Institute to engage in building school culture and collaborative work in academic areas	Students with disabilities, Socio-economically Disadvantaged, Hispanic	20000 Other
3.3	Two Reading Intervention Teachers will provide targeted small group 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 regular intervals and be used to assess the progress of students as well as to determine who should exit and/or enter the program.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	
3.4	Reading Specialists will hold parent workshops at the start of each Tier 2 intervention cycle to increase student success and family engagement.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	1000 Title I
3.5	Repair and replace technology equipment and purchase and/or renew software licenses.	All students	1000 Title I 4111 Site Improvement Funds
3.6	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-5 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).	Students with disabilities, Socio-economically Disadvantaged, Hispanic	28665 Measure U 70000 Other 5000 Title I
3.7	Provide two instructional assistants who will support classroom teachers and schoolwide program as necessary.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	
3.8	Provide students with opportunities to attend field trips such as Outdoor Ed, museums, performances, and college campuses in order to	Students with disabilities, Socio-	5000 Site Improvement Funds

	enhance their learning and the relevancy of in-classroom instruction to their personal experiences.	economically Disadvantaged, Hispanic	6691 Measure U
3.9	FTE STEAM teacher who will create and implement hands-on lessons connecting science, technology, arts, and math to real life situations. While students are with the STEAM teacher, classroom teachers will: collaborate in grade level PLCs on a regular basis to systematically analyze data and decide on next steps. plan and prepare lessons. The STEAM teacher will support class size reduction daily in fourth-fifth grades during math time. The STEAM teacher will provide targeted small group math instruction while the classroom teacher is providing small group reading time (2 back-to-back blocks of 30 minutes).	All students	32241 Title I 32242 Measure U 72078 Prop. 28
3.10	Provide materials and supplies for the STEAM program	All Students	18019 Prop. 28
3.11	Create and implement a schoolwide Familiar Reads program. Books will be at student instructional levels. The librarian & literacy specialists will work with teachers to cycle in and out books for each student that is at his/her instructional reading level. Literacy Specialists will also work with after school programs to ensure that books at students' levels are available during extended learning programs. The program will include: 1) trackers that chart student progress; 2) incentives as students meet various targets; 3) alignment with after school programs so that student progress continues beyond school hours 4) regular recognition assemblies	Students with disabilities, Socio-economically Disadvantaged, Hispanic	5000 Site Improvement Funds
3.12	Create and implement a schoolwide Independent Reads Program. Morning assemblies will provide community recognition and encourage students to participate. Books, incentives, and software will be purchased to support this program.	Students with disabilities, Socio-economically Disadvantaged, Hispanic	5000 Site Improvement Funds
3.13	Provide a CSI Guest Teacher who will release teachers for planning, peer observations, and/or coaching sessions	Students with disabilities, Socio-economically Disadvantaged, Hispanic	50000 Other
3.14	Provide books, supplies, and materials to enhance instruction, increase student engagement, and improve student performance	All students	8000 Title I 8000 Site Improvement Funds

			9197 D100
3.15	Purchase supplies such as toner, ink for printers & copy machines, paper etc	All Students	10000 D100
3.16			
3.17			
3.18			
3.19			
3.20			
3.21			
3.22			
3.23			
3.24			
3.25			

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	$499,584.00

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	$75,581.00

Subtotal of additional federal funds included for this school: $75,581.00

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 ($)
D100	$19,197.00
Measure U	$105,598.00
Other	$150,000.00
Prop. 28	$90,097.00
Site Improvement Funds	$59,111.00

Subtotal of state or local funds included for this school: $424,003.00

Total of federal, state, and/or local funds for this school: $499,584.00

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

5 Parent or Community Members

Name of Members	Role
Fanny Gonzales-Sprouse	Principal
Brittany Benedict	Classroom Teacher
Gabriel Font	Classroom Teacher
Frida Miranda	Classroom Teacher
Alicia Alvarez	Other School Staff
Elizandro Morales	Parent or Community Member
Isabel Rojas	Parent or Community Member
Luis Chavez	Parent or Community Member
Jessica Camacho	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 May 22, 2024.

Attested:

Signature	
	Principal, Fanny Gonzales-Sprouse on 5/22/24
	SSC Chairperson, Isabel Rojas on 5/22/24

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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