School Year: **2025-26**

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	March 17, 2026	March 25, 2026

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

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.

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 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

(2) By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

3) By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

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, April 1, 2025 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).

The California Healthy Kids Survey is administered once a year to parents and students to participate in the survey.

Below are the results of the Fall Student Survey:
*High expectations from adults on campus is 82.5%
*Student feel safe at school is 52.5%
*SEL support 82.5%
*Students share that they are taught to about respect is 76%
*Are students treated fairly is 33%
*Students motivated to learn is 24%

Parent Survey
*Parents feel welcomed at school 83%
*Teacher responsive to emotional needs of students 100%
*Teacher treats all students with respect 83%
*School enforces rules equally. 43%
*School is a safe place 43%
*School motivates students to learn 43%

Needs Assessment priorities increased support for students struggling with language and math. More time for students having difficulty learning through small group and tutoring.
For enrichment parents prioritized Art for the school site.

The Community School Grant Needs Assessment Survey Results will be ready by late April or early May.

These results were shared with SSC on March 17, 2026

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 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 twice a week by the principal, and feedback is given in four areas: Standards taught, Universal Good Teaching practices, and Time management. One additional topic is highlighted each week and tracked. We also have Bi-weekly rounds conducted in the presence of members from the broader RCSD community including coaches, directors, board members, assistant superintendents, and Superintendent Dr. Baker.

Our teachers are piloting Benchmark Adelante and implementing district adopted curriculum: the Illustrative Math, Integrated Units and Aprendo (K-2), UFLI and Heggerty, Foss Kits, Wayfinder and Language Power. All staff follows the cohesion model and integrates CLRP foundational skills into their lessons.

When observing the classrooms, lesson objectives are clear and teachers are integrating strategies/supports such as visuals, sentence frames and graphic organizers. Students are frequently given think time and opportunities to share with a partner. Teachers monitor student understanding and gradually release supports and motivate students to use the skills they have learned to complete their work independently. It is common to see teachers working with small groups to provide extra support and/or targeted instruction.
Multiple supports are put in place for our ELs. Students receive 30 minutes of ELD per day, as well as integrated ELD (vocabulary (VBO), sentence frames..) throughout the day. Teachers are beginning to integrate language objectives into

their lessons and develop a deeper understanding of translanguaging with the support of district professional development opportunites.

This year, we have rolled out PBIS. Staff and students have been very responsive. In addition to positive reinforcements, teachers understand the importance of relationships and as such hold community circles and restorative practices, select lessons from Wayfare that best meet the needs of their students. Teachers use the systems in place to connect families to the multiple resources we have on campus- Community Center, Counselors, After School Programs, Tutoring... to ensure students are getting the support they need.

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: CAASPP , ELPAC, iReady English Reading Diagnostic, iReady Math Diagnostic, iReady Spanish Reading, CAST, CAA, 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)

Garfield uses the following to monitor student progress:

-iReady Data: This Diagnostic Assessment is administered at the beginning of the year to inform instruction and again in December to monitor student growth and identify gaps in foundational skills and comprehension as well as mathematics.

-Illustrative Math Unit Assessments are given after every unit to monitor students learning, identify misconceptions and adjust instruction. Informal assessments such as exit tickets, quizzes, and teacher observations are used on a regular basis.

-BPST and Aprendo Assessments are given multiple times a year to monitor student growth and create targeted, small group instruction.

-Data is also be used to determine which students need supplemental supports (e.g. tutoring, reading intervention available both during and outside the school day).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified. Three teachers who in process of completing their teaching credentials.

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 multiple instructional support and assistance for teachers and their students:

- Full-tine coach on site who supports staff integrate best practices into their lessons, either by modeling or providing feedback.
- Guest teacher who covers teachers classrooms while they work with the coach on unit planning, small group reading strategies, classroom management, data analysis, PLCs...
- One full time and one part time reading specialists. They assist teacher with reading assessments and help them create leveled groups. They pull students during teacher's small group instructional block, giving the students intensive supports and freeing the teacher to work with each

small group at least three times a week.

- Half time MTSS TOSA who monitors implementation of Tier 1 strategies, follows up on chronically absent students

-Newcomer TOSA provides small group ELD instruction for our Newcomer students.

- STEAM collaborates with teachers to integrate science, engineering and technology into the curriculum. It also serves as a prep time for teachers.
- Art teacher provides prep, and supports diversity by focusing on artists from different cultures and builds confidence in students who struggle in other areas.
- PE teachers make it possible for teachers to have 40 minutes of grade level planning time twice a week.

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

We are fortunate to have a guest teachers who releases teachers to observe one another, plan and train with our coach. Every grade level team receives 40 minutes of grade level planning time twice a week and time at saff meetings is dedicated for PLC work.
-Additional release times are scheduled and coordinated with our coaches throughout the year. We are also working with TMC coaching, and have been able to send teacher teams to other school sites to observed and integrate feedback into their daily teaching practice.

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-5 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, Air Tutoring, 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, Family Dance, and other school wide events.

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 School Site Council developed the content of the School Plan for Student Achievement. The SPSA is reviewed and updated annually-including proposed expenditures of funds.
A school site council is a group of teachers, parents/guardians/community members, other staff, principal or designee, and students (for secondary schools) who work together to complete the school comprehensive needs assessment and develop, approve, implement, monitor, and evaluate a School Plan for Student Achievement (SPSA), including the expenditures specified in the plan. The teachers, parents/guardians/community members, and other staff (classified) shall be elected by their peers. The SSC is a legally required decision-making body for any school receiving Title I, Part A funds and operating a schoolwide program.

Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	EL Progress (ELPI)	Chronic Absenteeism Indicator	Suspension Indicator
2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard

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 California Dashboard indicates that we are in the orange band for ELA, an increase of 18 points. Math is also in the yellow band, with an increase of 29 points. For chronic absenteeism, we are in the yellow band, with a 10 point decline. For ELA, our current English Learners increased 94.4 percent improved their scores. Our RFEP students had 96% improvement in CAASPP.

- 85.1% students improved their math in scores on the CAASPP

- 86.9% of EL students improved their in Math score on the CAASPP.
- Hispanic, SED and SWD all made exceptional growth.
- English Learners did not make expected growth, but it is important to note that the ELPAC was given three months earlier this year, than last year.

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 reach growth targets, especially students identified as English Learners, Hispanic, Socially-Economically Disadvantaged Students, or Students with Disabilities.

The community reviewed activities from the SPSA submitted in Spring '25. 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 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 student survey cited the need for more projects, STEAM activities, field trips, 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 2027, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the district, specifically the African American Students and student groups (English learners, McKinley Vento and IEPs)

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

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 10.2% for chronic absenteeism during the 2024-2025 school year. Students with disabilities were in red on the California Dashboard for 2022-2023, but they did move to orange for 2023-2024 for Chronic absenteeism. All other sub-groups maintained their status in yellow.

Our MTSS TOSA utilized data to support Tier I Attendance Interventions. Tier 1 strategies include: Clear communication with students and families about school calendars, schedules, and attendance policies. Consistent outreach to families when a student is absent. Incentives and celebrations for improvements. Parent outreach and education. To support our most chronically absent students a grant funded a Community School Specialist who works with Tier 2 and Tier 3 students and families.

Suspension rates decreased by 1.3% during the 2024-2025 school year. Our SWD are in red and had an increase of 3.7%. All other subgroups maintained in yellow.

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 regularly throughout the school year. A parent involvement policy and a school-parent compact are on file at the school office and provided to each family annually.

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 Enrollment by Student Groups			
Student Groups	Number of Students		
	23-24	24-25	25-26
American Indian or Alaskan Native		0	0
Asian	5	4	3
Black or African American		0	1
Decline to state	0	0	
Filipino		0	1
Hispanic/Latino	383	273	252
Native Hawaiian or Other Pacific Islander		0	1
Two or More Races	3	1	1
White	4	2	4
	395	280	263

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Kindergarten	53	41	38
Grade 1	50	54	44
Grade 2	50	44	47
Grade3	53	48	44
Grade 4	55	48	42
Grade 5	64	44	48
Grade 6	5		
Grade 7	8		
Grade 8	51		
Total Enrollment	395	280	263

Attendance Rate

Goal: By June 2027, improve Attendance Rate by 2% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
91.4%	93.4%	93.8%	95.8%	94.3%

Chronic Absenteeism

Goal: By June 2027, reduce Chronic Absenteeism Rate by 3% each year

23-24	Year 1: 24-25	Year 1: 24-25	Year 2: 25-26	Year 2: 25-26

Base year	Expected Outcome	Actual Outcome	Expected Outcome	Mid year
28.8%	25.8%	18.6%	15.6%	14.9%

Suspension

Goal: by June 2027, reduce Suspension by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs

Student Group	23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
All students	3.2%	2.7%	1.9%	1.4%	1.9%
Social Economically Disadvantaged	3.4%	2.9%	2.1%	1.6%	0.8%
EL	3.8%	3.3%	2.2%	1.7%	2.5%
Homeless	6.8%	6.3%	3.1%	2.6%	0.0%
African American	N/A	N/A	N/A	N/A	N/A
SWD	2.7%	1.7%	6.5%	5.5%	0.0%
LTEL	N/A	N/A	N/A	N/A	N/A

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 manages and directs services of the community school, including goods and services to students in the socially economically disadvantaged families. 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.	Socio-economically Disadvantaged, Hispanic	25,000 Measure U
1.2	The .5 FTE MTSS TOSA will support and lead staff development efforts around effective Tier 1 instruction. In addition, 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.	All Students	District Funded
1.3	Support the social-emotional health of the community with a .5 FTE on-site Mental Health Counselor 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.	All Students	District Funded
1.4	Provide a K-5 PE Program	All Students	20,000

			Measure U
1.5	One-Life Counselor.	All Students	Other 25,000 Measure U
1.6	Positive Behavior Interventions System (PBIS). Incentives (prizes), Student of the Month assemblies that focus on character traits. Stipends for teachers for attending PBIS committee meetings/trainings after contract hours.	All Students	2,000 Site Formula Funds
1.7			
1.8	Outdoor Education for 5th grade, including teacher stipends.	All Students	9,463 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
Each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2027, 55% of 2nd- 5th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

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 yellows on the California Dashboard which declined increased by 3.2%.

The English Learner Progress Indicator show:
*42.9% of students made at least one ELPI level of growth.
*49.1% Maintained ELPI levels.
*17.9% decreased ELPI levels.

In order to address the needs of the students, Garfield K-5 staff will continue to work with the EL Specialist and instructional coach to design and deliver lessons that address the needs of all English Learner students. Data will be collected and analyzed during grade-level PLCs to identify the next steps in a cycle that includes monitoring progress/

2024-2025 Summative ELPAC

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	9	12	8	0	31%	41%	28%	0%
Grade 1	20	15	1	0	56%	42%	3%	0%
Grade 2	11	13	6	0	37%	43%	20%	0%
Grade 3	19	13	8	0	48%	33%	20%	0%
Grade 4	5	7	15	7	15%	21%	44%	21%
Grade 5	4	6	6	8	17%	25%	25%	33%
All Grades	68	66	44	15	35%	34%	23%	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

EL Level Growth

Goal: By June 2027, 55% of grade 2-8 EL students will increase at least 1 ELPAC level

Percentage of students who increase at least 1 ELPAC level

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
32.9%	40.3%	44.2%	49.6%

Reclassification

Goal: By June 2027, increase our reclassification rate to 20%.

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
7.6%	11.7%	9.0%	14.5%

* School with RFEP rate above district LCAP goal does not have expected outcome.

Long term English Learner (LTEL)

Goal: By June 2027, decrease our Long Term English Learner to 10%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
N/A	N/A	N/A	N/A

* School with LTEL rate below district LCAP goal does not have expected outcome.
N/A: No LTEL identified

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	Release time (substitute coverage) and/or stipends for teachers to support ongoing professional learning and bi-weekly meetings with site coach. Teachers will engage in regular collaboration to analyze data, plan instruction, and ensure alignment within and across grade levels.	All students	5,000 Site Formula Funds
2.2	Mid-year ELD Benchmark assessment to measure progress towards English Language Proficiency.	All English Learners	
2.3	EL and RFEP Progress monitoring two times per year.	English Learner and RFEP students	
2.4	Professional Development and Instructional Coaching of Designated and Integrated ELD with CLRP strategies, and to the EL Roadmap CLRP strategies.	English Learners	
2.5	Parent University- workshops for parents of English Learners on how to support English Language Development and Reading at home. Monthly	English Learners	

	Cafecitos focus on ELCAP Assessment and supports and requirements for reclassification.		
2.6	Healthy Cities tutoring for our Long Term English Language Learners on English Language Development once a week for 6 months.	English Learners	10,000 Donations
2.7	Every EL student receives 30 minutes of targeted ELD, every day. Teachers utilize Language Power and work on testing skills and ELPAC format/questions.	English Learners	
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 2026, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

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 increase on CAASPP.
For Language Art the increase was 18.1 points and all subgroups continue to be in the orange band.
English Learners increased by 25.9 points
Socioeconomically disadvantaged increased by 18.8 points
Hispanic increased by 17.1 points
English Learners declined by 22 points.

In Mathematics, the school increased by 29 points overall
Socioeconomically disadvantages increased by 30.4 points
Hispanic increased by 28.8 points
English Learners increased by 33.7 points and moved to orange band
Students with disabilities declined by 15.1 points and moved to orange band

Local Assessment of i-Ready saw growth from 2nd- 5th grade Winter assessment in ELA.
61.5% students met the 4% increase in ELA.

Math i-Ready results for Spring 2025
70.4% students met the 4% increase in Math

Garfield will have a site coach in 2026-2027 to support with coaching teachers in planning standard based lessons, data analysis and planning for differentiated instruction as well as integrated ELD to support student learning.

iReady – Reading – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year

44.7%	48.7%	61.5%	65.5%	60.5%

iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	15	66.7%
Grade 1	19	5.3%
Grade 2	36	11.1%
Grade 3	40	17.5%
Grade 4	40	10.0%
Grade 5	45	11.1%
All Grades	195	15.9%

iReady – Math – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in Math

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
39.2%	43.2%	41.0%	45.0%	70.4%

iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	36	11%
Grade 1	37	8%
Grade 2	41	2%
Grade 3	41	7%
Grade 4	39	13%
Grade 5	45	7%
All Grades	239	8%

CAASPP – ELA – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
1.8%	7.8%	10.1%	15.5%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – English Language Art

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	46	2	4%
Grade 4	45	6	13%
Grade 5	41	16	39%
All Grades	132	24	18%

CAASPP – Math – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
3.0%	7.3%	6.1%	11.1%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – Math

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	46	4	9%
Grade 4	45	4	9%
Grade 5	41	3	7%
All Grades	132	11	8%

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, release time to plan with site coach and professional learning communities (PLCs) to increase effectiveness of Tier 1 instruction.	All Students	
3.2	1.0FTE 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.	All Students	Other

3.3	Stipends for teachers who attend SSC, ELAC and Leadership Team, and other meetings after contract hours.	All Students	2,000 Site Formula Funds
3.4	Literacy Plan will be developed to support school wide Literacy goals to increase student achievement.	All Students	
3.5	Repair and replace technology equipment and purchase and/or renew software licenses.	All students	6,091 Site Formula Funds
3.6	Reading Intervention Teacher (0.5FTE) Support students who are 2-3 years behind in reading	All students	61,423 Title I
3.7	Teacher Classroom Supplies: Extra materials to purchase items not in office depot.	All Students	2,800 Site Formula Funds
3.8	0.5 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.	All Students	60,000 Prop. 28
3.9	Materials and supplies for Art or STEAM program	All students	10,998 Prop. 28
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	$239,775.00

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	$61,423.00

Subtotal of additional federal funds included for this school: $61,423.00

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 ($)
Donations	$10,000.00
Measure U	$79,463.00
Prop. 28	$70,998.00
Site Formula Funds	$17,891.00

Subtotal of state or local funds included for this school: $178,352.00

Total of federal, state, and/or local funds for this school: $239,775.00

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

4 Other School Staff

2 Parent or Community Members

Name of Members	Role
Jennifer Knopf	Principal
Sergio Simaro	Classroom Teacher
Teresa Martinez	Classroom Teacher
Karina Arellano	Other School Staff
Maricruz Sanchez	Parent or Community Member
Monica Torrez	Classroom Teacher
Maritza Gutierrez	Parent or Community Member
Cassandra Garcia	Other School Staff
	Other School Staff
	Other School Staff

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
	Other: Principal

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 March 17, 2026.

Attested:

	Principal, Jennifer Knopf on March 17, 2026
	SSC Chairperson, Maricruz Sanchez on March 17, 2026

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.

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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