

**Modesto City Schools**

**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT William Garrison Elementary School**

**50711676052716**  
**CDS Code**

**TITLE 1 Schoolwide**

Schoolsite Council (SSC) Approval Date

April 24, 2023

Local Board Approval Date

June 20 , 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## **Section 1 School Mission Statement and Description**

### **School Mission Statement:**

Garrison Vision Statement:

The aim of Garrison Elementary School is to encourage and assist all students to:

- \*Develop a positive self-image and strive for the highest unique and individualized goals of which each student is capable of achieving
- \*Learn to become a responsible, caring, contributing community member
- \*Develop positive relationships with staff members, family and friends
- \*Recognize differences in beliefs, cultures, ethnicities, socio-economic backgrounds and abilities and be able to interact in a positive and caring manner
- \*Gain self-control, knowledge and skills to become an economically productive worker and a lifelong learner

Teachers have developed the Mission Statement:

At Garrison students are empowered to self-regulate, demonstrate tolerance, gain perseverance, as well as learn to read, write, and solve math problems.

### **School Description:**

Garrison is situated in the central suburban section of the city of Modesto. Built in 1956, the school serves about 400 students from preschool through 6th grade. Students come from other schools to participate in the Autism program. The After School Enrichment Learning Opportunities Program provides enrichment activities to 75 students daily on site.

The campus is diverse and comprised of 69% Hispanic or Latino, 14% White, 3% Black or African-American, 4% intentionally left blank, 5% two or more races, 1% American Indian, 3% Asian, 2% Pacific Islander. 74% of our students are Social-economically disadvantaged; 29% are English Learners.

Garrison has 16 credentialed instructors, a full time Resource Specialist, one Reading Coach, two School Psychologist, three Speech Therapists, a library aide, computer literacy teacher, and approximately 50 paraprofessionals. Garrison moved to full day Kindergarten Classes in the 2019 - 2020 school year. Teachers use district adopted McGraw Hill Wonders and SWUN Mathematics to deliver English Language Development, English Language Arts and Mathematics instruction. Garrison is a Multi-Tiered System Of Support (MTSS) School and as such provides reading intervention and enrichment at each child's instructional level in small groups with the support of a reading coach and paraprofessionals. All teachers and students participate in the Reading Intervention and Enrichment time. We also have a Student Assistance Specialist four days week for social-emotional support and provide Second Steps Social Skills Lessons in all classrooms.

Garrison is a community of Learners. We believe that all students can and will learn. We focus on GIFT. Good Initial First Teaching practices and the Gradual Release of Responsibility. Professional Development is focused on establishing solid collaboration during our Professional Learning Community Collaboration Time on Wednesdays. Garrison is focusing on writing as a means of raising student achievement across grade levels and subjects, which is supported by research. Teachers intervene with the struggling students before and after school, and during school day intervention. RISE is an after school reading and math intervention program implemented this year and the last two school years to support struggling students.

Data is analyzed to determine which students need additional instructional support. Teachers use multiple measures of formative and summative assessments; benchmark assessments, performance task assessments, ELPAC test results, DIBELS, fluency assessments and classroom observation to determine which students are in need for a structured intervention. Teachers provide small group intervention focused on the student's current need.

Positive Behavior Intervention and Support Plan (PBIS) is implemented to address school wide behavior norms. We adopted PBIS Rewards online; both teachers and students love the program. Peace builders curriculum is implemented and used in each and every classroom. Discipline and Engagement data is used to identify the students that will benefit from a small group or one-on-one counseling. Center for Human Services provides support services to help build social skills. Garrison has a full-time Behavior Analysts and two school psychologists to assist with behavior modification. Garrison also has a full time Student Support Manager to support students and families. Garrison staff is trained in Restorative Justice techniques to further assist with the behavior modification within the classroom settings. Garrison's PBIS committee meets monthly to support Student of the Month, Most Improved, Equity Opportunities, Project Inspire (Career Day), Spirit Week, and incentives to encourage engagement, positive behavior, and a positive vision for the future.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

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

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement

Garrison is no longer a CSI school, but has been identified as Additional Targeted Support and Improvement (ATSI) by the state of California based on performance of certain sub groups on the California Assessment of Student Performance and Progress in 2022-2023. These subgroups are students who are White, Two or more races, Students with Disabilities, and students who are Socioeconomically Disadvantaged.

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.

The SPSA goals are aligned to the Modesto City Schools LCAP. The SPSA meets ESSA requirements, has metrics set to the California Dashboard, and is written and evaluated by a properly-constituted School Site Council (SSC) and English Learner Advisory Committee (ELAC).

Garrison will focus on Good Initial First Teaching Practices and small group intervention before, during, and after school for students struggling to meet expectations. A reading coach, 4 para-professionals, and all teachers will implement Reading Intervention and Enrichment across grade levels as part of our Multi-Tiered System of Support. PBIS Rewards will be implemented to increase engagement and improve attendance. Garrison teachers and principal received Professional Development from Douglas Reeves's team, Creative Solutions, focused on writing across the curriculum, PLC development, and Principal efficacy in 2022-2023. We used funding due to our status as CSI to cover the costs of the professional development. The focus on PLC efficacy and writing will continue for the 2023-2024 school year based on the Professional Development we received last school year. Nine teachers completed LETRS training for improved reading instruction. Teachers who did not participate last school year will participate moving forward. SWUN Math support through coaching will continue for Garrison teachers and one para will provide support to combination classes in the upper grades during math instruction.

### Resource Inequities

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

Students identified as requiring additional targeted support (ATSI) at Garrison are students who are white, two or more races, students with disabilities and students who are socioeconomically disadvantaged. There is a great deal of overlap between these subgroups. For example, over 78% of students at Garrison are socioeconomically disadvantaged and this subgroup is identified for low performance in math, English Language Arts and high absenteeism rates. There are 32 students whom are white or two or more races out of the 69 students who scored well below on the English Language Arts Caaspp assessment and 34 students out of 70 who are white or two or more races and scored well below on the math Caaspp assessment. On the other hand, only seven students out of 23 total, who were identified as students with disabilities scoring below standard on the Caaspp test were also white or two or more races. All our subgroups were identified in our high level of Chronic Absenteeism.

Our Students with disabilities are part of our MTSS reading enrichment and intervention block and are not missing grade level instruction. However, RISE, our after school program for intervention has very few students with disabilities participating, which is a resource inequity. Resource students are pulled out during

math for support and the timing is not always ideal. They are missing instruction on certain days to meet their IEP goals, this is also evidence of resource inequity. To address this we need to more carefully schedule pull out for math support for our resource students and look for push-in support if appropriate for the student.

Another issue that came up this school year was staffing. One of our paras resigned at the beginning of the year and we spent much of the year short staffed. In order to keep our MTSS reading intervention model, we took the para meant for math and used the para for our reading intervention/enrichment time for the bulk of the school year. In January we started providing support in math, but only for our two combination classes. This impacted all of our upper grade students and is another resource inequity.

### **Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update**

William Garrison Elementary School's ELAC, SSC, School Leadership Team, and site staff participated in the evaluation process of Garrison's 2022-2023 SPSA, which included the analysis of Garrison quantitative and qualitative data to determine the effectiveness within each goal, strategies to continue or discontinue, and new ideas to implement.

#### **Involvement Process for the 2023-24 SPSA and Update**

Using input from all educational partners: SSC, ELAC, School Leadership Team, and site teachers reviewed and evaluated the 2022-2023 SPSA goals and discussed our progress and how to move forward. This process included providing all educational partners with school data and discussing the suggestions and concerns that arose. This process occurred during SSC, ELAC, PLC Leadership, and staff meetings in January, February, March, and April 2023.

The ATSI plan was developed using a needs assessment with our educational partners. Educational partners included: Garrison PLC Leadership Team, Garrison PBIS team, Garrison staff during staff meetings, School Site Council, English Language Advisory Committee, and Title 1 Parent Meeting. Educational partners received data including state indicators, student performance on DIBELS, SWUN Math, and CAASPP data, which were used to develop plans for 2023-2024 school year.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Garrison is a Multi-Tiered System of Support (MTSS) site, which continues to be the big focus for our staff and students, especially the reading intervention and enrichment for each grade level. We purchased more curriculum to support reading. The additional para-professionals helped with small group instruction during our Reading intervention/enrichment time. Nine teachers completed LETRS training on the science of reading, supporting reading achievement for our students. All staff participated in Dr. Douglas Reeves and his team from Creative Leadership to focus on writing as a means to improve achievement across subjects, as support by extensive research. The Professional Development included a focus on Professional Learning Communities, also identified in research as an important key to improving student achievement. Teachers were paid for additional time collaborating and attendance was 12/13 consistently attending. This school year, Dibels reading levels increased for 95% of all our students at the mid year point, Kinder went up an average of 50% (10% proficient to 60%), 2nd went up from 36% proficient on average to 69%. We are looking forward to seeing our students growth on DIBELS at the end of the school year as we are seeing a decrease across the board on students well below grade level, as evidenced by our DIBELS data: iKinder decreased students in the well below reading category by 21%, First grade by 3%, 2nd grade by 7%, 3rd grade by 3%, 4th grade by 18%, 5th grade by 30%, and 6th grade by 2%. Our sub groups identifying us as an ATSI school: Wh, SWD, SED, Wh, TOM cross the board show increase in reading achievement as measured by Dibels.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All staff participated in the meetings and implemented strategies with the exception of one upper grade teacher who did not implement the writing practice and missed many trainings. This is an inequity for that group of students. We were able to implement our reading intervention right away this school year, but we did struggle with absences of teachers and high absenteeism of students making it challenging to provide instruction consistently. We had a paraprofessional resign at the beginning of the year and struggled to fill the position, causing larger groups than ideal and some inconsistency in the implementation of the program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to help students achieve, Garrison teachers and principal will implement Professional Development provided by Douglas Reeves and the team of Creative Solutions in 22-23. We will continue with extra time for collaboration as multiple sources of research points to the power of teacher collaboration to enhance student achievement. We will continue with our MTSS Reading Intervention/Enrichment daily. More attention will be focused on our Students With Disabilities receiving equitable resources, by offering RISE to our

students with disabilities as a priority. Students who are white, two or more races, and socio-economically disadvantaged will also receive priority for RISE and additional support.

## **IDENTIFIED NEED (Data Analysis)**

### **ELA**

Based on DIBELS we identified that 50-59% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:

Provide Reading Intervention in small groups with the support of a Reading Coach, Para-professionals, and research based reading materials.

### **ELA PD**

Based on PLC input we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:

Provide Professional development to teachers and the principal with Douglas Reeves and the team at Creative Solutions using PLC collaboration, writing, and a focus on accountability and use of rubrics to improve student achievement.

### **Additionally we analyzed specific data to indicate the following need(s):**

Garrison students continue to struggle with reading fluency and comprehension. We will continue with small group reading intervention during the school day and our coach will provide feedback and modeling to our teachers as the data indicated we are making progress on student reading. Based on the data released on our school dashboard, students who are white, two or more races, students with disabilities, and socio-economically disadvantaged are achieving at a lower rate in reading. We need to closely monitor these students progress and prioritize the attendance in RISE and in small group instruction during the school day.

### **Discuss the areas of strength and need based on data analysis:**

While our younger students have increased reading levels and are not starting as low as our first year implementing Reading Intervention and Enrichment daily and across all grade levels, our older students, while making progress, are still below grade level. Specifically, our sub groups of students who are white, two or more races, with disabilities, or socioeconomically disadvantaged require more attention to address resource inequities.

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1

**Goal #1** Improve Distance from Standard 15 points

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -69.5	Goal -54.5
English Learners (EL)	Actual -78.2	Goal -63.2
Students with Disabilities (SWD)	Actual -130.9	Goal -115.9
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies utilized to ensure students master grade level foundational skills.</b>					
<b>Identify strategies utilized to ensure students meet or exceed grade level reading &amp; writing standards.</b>					
Schoolwide (SW)	Implementation of Professional Development for teachers and principal provided by Douglas Reeves and his team to focus on PLC collaboration, writing, team scoring and team created rubrics supported by research on strategies that work for high poverty schools.	Student Writing Samples PLC agendas and notes Rubrics used for Scoring Attendance for extra collaboration time	PD with Creative Solutions Team	Title 1 Professional Development	8,000
	Teachers will be compensated for extra hour and half of collaboration time monthly.	Monthly student writing samples and scores will be collected and analyzed to inform future instruction.  Interim Assessments will be collected to analyze results for improvement and to inform instruction.	Teacher compensation for after hours collaboration	Title 1 Professional Development	3,900

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Additional Reading Mastery and Corrective Reading materials	<p>DIBELS reading scores will be collected, analyzed, and utilized to inform instruction three times a year K-6th grade.</p> <p>Mastery and Fluency Assessment results from within the Reading Mastery and Corrective Reading programs will demonstrate student achievement.</p> <p>Admin. and Coach walk through observations to monitor progress and fidelity.</p>	Reading Intervention Materials	Title 1 Supplies and Services	2,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Multi-Tiered System Of Support (MTSS) will be implemented daily to provide intervention or enrichment at the each child's reading level to improve phonics and reading comprehension using research based reading materials: Corrective Reading and Reading Mastery. A reading coach, para-professionals, and the teachers will focus on phonics in small groups to improve student achievement. Para-professionals will be supported partially by MCS and also paid using Title 1 Positions. Extra hours will be supported with Title 1 funds.	<p>DIBELS reading scores will be collected, analyzed, and utilized to inform instruction three times a year K-6th grade.</p> <p>Mastery and Fluency Assessment results from within the Reading Mastery and Corrective Reading programs will demonstrate student achievement.</p> <p>Admin. and Coach walk through observations to monitor progress and fidelity.</p>	Compensation for Paras performing intervention during school hours beyond their contract	Title 1 Classified	5,200
	DIBELS assessments for upper grades will help us track fluency improvement and distance from standard.	DIBELS assessments will be used school wide to measure progress and distance from standard.	Reading Assessment	Title 1 Supplies and Services	3,900

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	PD for Paras for our Reading Mastery and Corrective Reading Programs.	Mastery and Fluency Assessment results from within the Reading Mastery and Corrective Reading programs will demonstrate student achievement.			
	Certificated Teachers will provide intervention for students in small groups to improve reading fluency and comprehension funded by our After School Program.	DIBELS reading scores will be collected, analyzed, and utilized to inform instruction three times a year K-6th grade.			
English Learners (EL)	Small Group Instruction for newcomers using research backed Language for Learning Program	Admin and Coach walk through observations.  ELPAC scores and RFEP numbers			
	EL coaches back out to staff meeting to support Designated English Language Development.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Coach support to teachers to model and instruct on differentiation of instruction for all students, but especially our SWD population.	Teacher Surveys after 1-1 coaching or collaboration time.			
	Resource pull out time to coincide with reading intervention time so that our SWD are not missing core instruction.	Caaspp scores DIBELS scores			
	Priority to RISE intervention	Caaspp scores DIBELS scores			
	Monitor DIBELS scores closely				
Other Student Groups Socioeconomically Disadvantaged	Priority for RISE intervention	Caasp scores DIBELS			
		DIBELS scores			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Monitor DIBELS scores closely and provide goal setting and feedback to students.				

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Garrison implemented SWUN Math for the second school year. We had monthly coaching sessions with the SWUN math coach, as well as support from our MCS math coach. Teachers agreed to provide after school intervention to students for math, but teachers ended up offering Reading only.. We also had intended to provide math support in the upper grades with a paraprofessional for small group support, but we had a para resign in September and struggled to hire a replacement. The paras were utilized for reading intervention and we did not provide math support to our upper grades until mid January and only to our combo classes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers agreed to provide after school intervention to students for math, but this was not implemented as teachers opted to support reading instead. We also had intended to provide math support in the upper grades with a para for small group support, but we struggled to fill the position after a para resigned. This school year we ended up with two combination classes: 4th/5th and 5th/6th grade. There was no straight 5th grade class. Teachers in the combination class and students needed more support. Our math coaches from SWUN and MCS were consistent in attendance and support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Garrison will have two paras funded by Title 1, rather than just one, next school year with the intention of one para supporting our upper grades in math instruction and student achievement. Our MCS and SWUN coach will continue monthly support for our teachers. We will focus on providing RISE support after school in math for our upper grade students. Given our status as a Additional Targeted Support and Improvement, we need to pay particular attention to students who are white, two or more races, have disabilities, and are socioeconomically disadvantaged to provide equity in resouces.

#### **IDENTIFIED NEED (Data Analysis)**

##### **MATH**

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Provide additional support to students during and after the school day for math concepts using paraprofessionals and teachers.

## **MATH PD**

Based on Assessment Data we identified the following area of need in professional development PLC Release Time

To address this the school can:

Teachers will participate in extra training using Equity and Excellence Professional Development from Donald Reese's team using writing across curriculum and PLC training for teachers and the principal to improve instruction and student outcomes. We will continue to have once a month support from SWUN and MCS coaches in math.

### **Additionally we analyzed specific data to indicate the following need(s):**

Teachers will implement the training using Equity and Excellence Professional Development from Donald Reese's team using writing across curriculum and PLC training for teachers and the principal to improve instruction and student outcomes. We have extra hours budgeted to increase our PLC collaboration times.

### **Discuss the areas of strength and need based on data analysis:**

Our Kinder and Second grade students showed great progress ending with over 75% at or above benchmark in math. Our upper grade scores were flat or declining on the math benchmarks. We will focus on the upper grades with a para for support. Our MCS coach will prioritize the upper grades.

**Subject: Math**

**LEA/LCAP:** LCAP Goal 1

**Goal #2** Improve Distance from Standard by 17 points

	<b>2021-22 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual -95.2	Goal -78.2
English Learners (EL)	Actual -89.1	Goal -72.1
Students with Disabilities (SWD)	Actual -147.2	Goal 130.2
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Increase the percent of students meeting or exceeding grade level Math Standards.</b>					
Schoolwide (SW)	<p>Teachers will implement extra training using Equity and Excellence Professional Development from Donald Reese's team using writing across curriculum and PLC training for teachers and the principal to improve instruction and student outcomes. Extra time for PD for collaboration for PLCs.</p> <p>We will continue to have once a month support from SWUN and MCS coaches in math.</p>	<p>SWUN Math Benchmark Results</p> <p>Staff Feedback during PLCs</p> <p>Staff Survey and PLC rubric results</p> <p>Admin Observations</p>			
	<p>Certificated Staff will provide small group intervention for students using RISE.</p>	<p>SWUN Math Benchmark</p> <p>Admin Observations</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A Para-professional will provide small group instruction for math in the upper grades during the school day.	SWUN Math Benchmarks Admin Observations			
	Instructional supplies including mini-whiteboards, whiteboard markers, manipulatives for whole class and small group instruction and intervention during and after school.	SWUN Benchmarks Admin observations	Instructional Supplies	Title 1 Supplies and Services	4211
English Learners (EL)	A Para-professional will provide small group instruction for math.	SWUN Math Benchmarks Admin Observations			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	Beyond the Basic Facts from SWUN will be used with our Resource Students.	SWUN Math Benchmarks Admin Observations			
	Our Resource Teacher will participate in Professional Development with Douglas Reeves, Equity and Excellence and SWUN coaching.	Admin Observations PLC surveys and rubrics SWUN Math Benchmarks			
Other Student Groups					

## Section 4 Attendance Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

#### Subject: Attendance

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Garrison tracked and announced attendance rates. We celebrated improvements with certificates and acknowledgement during assemblies for specific students. The principal intended to drive to student' home with our Family Support Provider (FSP), but we did not get a FSP until January and were never able to add a day as anticipated.. The principal had to rehire staff in the office and had discipline issues in the primary grade that made it difficult to go to families as consistently as expected. PALs staffing was inconsistent and frequently absent; PALS did not help with engagement as we hoped. We did offer Language Club again, Coding Club, and a gaming club through Extended Learning Opportunity. We provided extra hours in the office for translation and opportunities for help. Our Students with disabilities, white students, two or more races, and socioeconomically disadvantaged continue to demonstrate high rates of chronic absenteeism.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not hold many SART meetings on site and we did not follow up with parents as intended partially due to the fact that our student records clerk and Administrative Assistant resigned. The principal intended to drive to student' home with our Family Support Provider (FSP), but we did not get a FSP until January and were never able to add a day as anticipated.. The principal had to rehire staff in the office and had discipline issues in the primary grades that made it difficult to go families as consistently as expected. PALs staffing was inconsistent and frequently absent; PALS did not help with engagement as we hoped. We did not hold as many SART meetings as needed, partially due to requirements for students to quarantine, but also due to office staffing changes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward we will continue to celebrate and reward improvement and good attendance with certificates. We will continue to post our attendance. We will continue to offer Language Club, Coding Club and we started a Gaming Club. 4th grade created a garden, which has created more engagement for our students as we have added a garden club to help 4th grade care for it and expand it. With the addition of a Student Support Manager, the principal will have more freedom to leave site and follow up with families with chronic absences.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ATTENDANCE**

Based on MOSIS Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Garrison office staff, Family Support Provider from CHS, and administrators will call and do home visits to support families and improve communication and connection to school. We will hold SART meetings next school year as well.

## **ATTENDANCE PD**

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Garrison can provide more in person and online education around the importance of attendance for Garrison Families.

### **Additionally we analyzed specific data to indicate the following need(s):**

Specific families are absent chronically and we need to target the top 25 families with home visits and support to improve outcomes for those students. We will focus on students with disabilities, two or more races, white, and socioeconomically disadvantaged as the data demonstrates these groups have the highest need.

### **Discuss the areas of strength and need based on data analysis:**

We have the ability to generate a list of the top 25 families that are absent and we will have the principal and support manager make home visits every time the child is absent.

**Subject: Attendance**

**LEA/LCAP:** LCAP Goal 1

**Goal #3** Improve Attendance to 95%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal Increase</b>	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual 89.7%	Goal 92.5%	Actual 38.4%	Goal 37.4%
English Learners (EL)	Actual 91.5%	Goal 92%	Actual 31.7%	Goal 30.7%
Students with Disabilities (SWD)	Actual 89.8%	Goal 90.3%	Actual 36.5%	Goal 35.5%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.</b>					
Schoolwide (SW)	Parent volunteers to play with students at lunch recess.	Attendance  Number of students participating in games recorded daily			
	FSP to call and support families with attendance issues. In home visit with principal for families with chronic absenteeism.	Attendance Rate for targeted students  Track overall attendance of Garrison weekly  FSP Log of phone calls and visits.			
	Post Attendance.	Sign in office updated daily by SRC			
	Celebrate improved or perfect attendance with certificate and acknowledgement at assemblies.	List of students acknowledged in newsletter.  Spreadsheet created by AA of student names.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	SSM and Principal to make home visits for the top 25 chronic absentee families.	Log of home visits  Power School Notation			
English Learners (EL)	Language Club to help students make friends and practice English as requested by ELAC to improve attendance and engagement of students. (ASES to cover costs)	Attendance rates for ELs			
	Spanish and Farsi translations will be provided for families at our ELAC meetings and other parent gatherings. The importance of attendance will be presented to parents.	Flyers saved  Attendance Rate			
	Extra Office Hours for translator and office.	Pay Claims  Parent Sign-in Sheet			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Address attendance during IEP meetings with those families who have chronic attendance issues.	Notes of IEP  Attendance rate for SWD students.			
Other Student Groups					

## Section 4 PBIS Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: PBIS**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff used Restorative Practices and other Positive Behavior Incentives. We provided training for our yard duty staff and new Student Support Manager in Restorative Practices. We continued using PBIS Rewards this school year, which is an online PBIS reward system. 16 out of 16 teachers used the program successfully. Both teachers and students reported satisfaction with the new program. The PBIS committee met monthly this school year to assess its effectiveness and plan events. We provided 3 PBIS rewards events this school year. We had an SAS on campus five days a week. Our SAS implemented training and modeling for teachers using Second Steps Social-Emotional materials. We also purchased Second Steps curriculum for social-emotional growth in our students and each teacher now has their own kit. Our Student Assistance Support Provider modeled how to use the program for each teacher.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We implemented PBIS rewards events, formerly know as Renaissance Events, for students as Staff and students missed these events in prior years and found them to be motivating to the students. The addition of a Student Support Manager helped support restorative practices and conflict resolution for our students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Garrison will continue to use PBIS Rewards and provide special events for students with positive behavior, no office referrals, complete work. Our Student Support Manager will help lead Restorative Practices and Conflict Resolution and continue to train staff. Garrison staff will continue to focus on helping students gain self regulation tools, manage their own behavior, and practice appropriate social skills. Second Steps online will be provided to all staff with a goal of weekly lessons in each classroom.

#### **IDENTIFIED NEED (Data Analysis)**

##### **PBIS**

Based on SES Survey Data we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Focus on appropriate behavior and restorative justice. We will provide support through social skills groups, Second Steps Lessons, and our Center for Human Services Student Assistance Specialist (SAS). Students will have access to a Student Assistance Specialist from Center for Human Services every day.

Staff and Family Surveys reveal that parents were pleased with the PBIS strategies. Our online PBIS rewards system was successful. Parents also like our Character Education and Student of the Month Assemblies and were pleased we offered one to one and small group support with our SAS.

**PBIS PD**

Based on PLC input we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:  
Garrison will have new teachers on campus next school year and our PLCs felt that the new teachers should ahve the support they received from our Student Assistance Specialist from Center for Human Services of in classroom modeling and training with Second Steps. Teachers also felt that our students needed more than short term support from our SAS and required longer term support.

**Additionally we analyzed specific data to indicate the following need(s):**

Many students needed more than short term support from our SAS based on the referrals coming from our SAS. Students had more severe behavior and emotional needs and required longer term support.

**Discuss the areas of strength and need based on data analysis:**

Our Behavioral Clinician provided two day a week, all school year sessions for students and consulting for teachers.

**Subject: PBIS**

**LEA/LCAP:** LCAP Goal 1

**Goal #4** Office referrals and suspensions will decrease by .3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal Increase</b>
Schoolwide (SW)	Actual 2.6%	Goal 2.3%
English Learners (EL)	Actual .77%	Goal .47%
Students with Disabilities (SWD)	Actual 3.51%	Goal 3.21%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
<b>Identify strategies to reduce the number of discipline incidents and promote PBIS.</b>					
Schoolwide (SW)	PBIS Rewards, an online rewards system of points to purchases prizes.	Teacher and Student Use Rates monthly  Number of Student Referrals to Office  Suspension Rates  MCS Dashboard rates for suspensions, office referrals, attendance	PBIS Supplies	Title 1 Supplies and Services	500
	Assemblies will promote, recognize, and encourage positive behavior, character education, academic achievement, and improved attendance. A book will be provided to each student who earns Student of the Month or Most Improved	Number of Student Referrals to Office  Suspension Rates  MCS Dashboard rates for suspensions, office referrals, attendance  Teacher and Family Surveys  Notes from PBIS Committee meetings showing analysis of data.			
	SAS Support Services for students	MCS Dashboard			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Student Support Manager will provide a Leadership Club for students to increase engagement and school spirit.	Attendance rosters Notes from meetings			
English Learners (EL)	During ELAC meetings, staff will provide parents with information and strategies to support PBIS at school and at home.	Notes from ELAC Meetings MCS Dashoboard Discipline Rates			
Students with Disabilities (SWD)	Consultations with support providers, primarily BCBAs, but also our school psychologist, to develop, implement, and monitor behavior plans.	MCs Dashobard for Discipline Rates and Office Referrals Data collected by teachers regarding specific students on a Tier II Behavior Plans			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

## Section 4 Academic Equity, Opportunity, and Awareness

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

#### Subject: Academic Equity, Opportunity, and Awareness

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Project Inspire (Career Week) was implemented this school year as intended. We had a week long event and students and teachers enjoyed the event. Several teachers and the principal completed Project Lead the Way Professional Development and we wanted three more teachers to complete the training, but only one more teacher did. Teachers have implemented one unit and found the online system difficult to utilize. It is not being implemented consistently, but teachers were focused on LETRS training and our MTSS reading intervention and enrichment program. We did not use the PLTW monies set aside, but teachers want to continue to provide PLTW moving forward. We budgeted for art classes but had trouble getting Chartruse Muse teachers to commit to coming to Garrison. We did have Gary Shamiel provide a motivational presentation and students attended several field trips as budgeted (Cheese Factory, Plays, Taylor Farms, and the MJC Planetarium).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Project Inspire was picked up this school year and we will continue to provide career week each year for our 5th and 6th grade classes. We focused on finding free speakers with local ties for in person presentations and virtual live presentations from experts across the nation. Teachers have implemented one unit of PLTW and found the online system difficult to utilize. It is not being implemented consistently, but teachers were focused on LETRS training and our MTSS reading intervention and enrichment program. Teachers want to continue to provide PLTW moving forward. We budgeted for more training and materials for PLTW, but did not use much of it. Art classes were budgeted for, but we had trouble getting art teachers into Garrison. We had Gary Shamiel, motivational speaker, present to students with great success and had field trips for students as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will add more teachers for training for Project Lead the Way and purchase an additional unit for each grade level to expand our reach to students if teachers implement the materials already purchased. Outside instructors will be brought in to provide art lessons and other opportunities. Field Trips will be offered to students to expose and create equitable opportunities.

#### **IDENTIFIED NEED (Data Analysis)**

#### **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS**

Based on Grades we identified that 70-89% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Garrison students will have more opportunities for hands on STEAM experience through Project Lead the Way, Coding Classes, Art, and field trip opportunities. We will pull in speakers from a variety of professions and careers to inspire our students. Research informs us that students who escaped poverty and succeed educationally and financially had a mentor or an experience that changed their perspective and provided vision of possibility.

## **ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD**

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:

Garrison Teachers who have not completed the Project Lead the Way training will complete the training this summer or in the fall to expand student access to hands-on science activities.

### **Additionally we analyzed specific data to indicate the following need(s):**

Teacher observations and survey conducted by the Project Lead the Way Company found that students engagement and attendance improved for those classroom that implemented PLTW.

### **Discuss the areas of strength and need based on data analysis:**

The second grade teacher was able to conduct the PLTW lessons for both second grade classes at Garrison, but this was not done by our other PLTW certified teachers. We also only have four teachers who fully completed the training and need more teachers onboard to make this an opportunity for all Garrison students.

**Subject:** Academic equity, Opportunity, and awareness

**LEA/LCAP:** LCAP Goal 1

**Goal #5** Improve Equity and Opporunity with Garrison

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Additional Teachers will train and implement Project Lead the Way, a hands-on STEM program.	Admin observations PD Records Attendance Records Staff and Student Surveys			
	Additional Supplies will be purchased for Project Lead the Way Units.	Purchase Orders Attendance Records Staff and Student Surveys	PLTW supplies	Title 1 Supplies and Services	4400
	Project Inspire Speakers and Presenters for Garrison students	Schedule of Speakers Staff and Student Surveys			
	Across Campus, all students will have access to art lessons provided by Art Teachers	Consultant Contracts Purchase Orders Staff and Student Surveys	Art Lessons	Title 1 Supplies and Services	2500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Virtual and Live Field trips for all students	Purchase Order Forms Permission Slips	Field Trips	Title 1 Supplies and Services	4000
English Learners (EL)	We can help provide equity to students by bringing in outside speakers and virtual field trips. Hands-on STEM activities will enhance and encourage curiosity and engagement.	Student Surveys Observations Permission Slips			
Students with Disabilities (SWD)	Project Inspire Speakers and Presenters for Garrison students	Staff and Student Surveys Schedule of Speakers			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 7

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This school year, parent meetings were in person. We used flyers, autodialers, emails, text messages and the principal's newsletter with Parent Square to encourage and communicate about events at school. Our Family Support Provider reached out to families in need or with high attendance issues to offer support. We also added Second Harvest for drive through or pick up of free food. Our office offered extended hours and extended translation opportunities for parents. We did not have a Family Support Provider for much of the year and our Student Records Clerk resigned, so our follow up with families was not consistent. We continued to provide English Lessons weekly to engage more parents, but our attendance fell off.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We continue to use autodialers, emails, and text messages, but with Parent Square we had more success. Due to a grant for parents to use Rosetta Stone, we were able to provide Rosetta Stone and English Lessons and tied them to our ELAC meetings. Last year, this more than doubled our average attendance, but this year we saw the attendance drop off. We did provide an evening celebration for all our RFEP families and tied it to an ELAC meeting, which had great parent participation. Our office hours were extended to provide more support to parents. We did not receive a Family Support Provider until January this school year, which slowed our outreach.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Garrison will continue to use Parent Square for autodialers, text, email, newsletters, and flyers to communicate events with parents. We will utilize our Family Support Provider to have drive through food service from Second Harvest twice a month and add a food pantry for families that need help more immediately. Our Family Support Provider will complete phone calls and in person visits to encourage parent involvement. Celebrations and English Lessons will be offered during ELAC meetings to keep parent attendance growing. Child care will be offered for parents for meetings.

#### **IDENTIFIED NEED (Data Analysis)**

#### **PARENT INVOLVEMENT**

Based on Parent participation, parents' needs include: navigating school

To address this the school can:

Provide translation to flyers and newsletters in more languages than Spanish. Our office staff and Campus Assistant will provide tours of the campus not just to our new students, but to our families as well. Back to School Night and Round-Up will include an invitation for a school tour and conversation with the principal early in the school year. English Classes and student celebrations will be offered again and tied to our ELAC

meetings. Interpreters for Farsi, Pashto, and Punjabi will be included in our events or Language Link will be utilized if we cannot find an in-person interpreter.

## **STAFF PD TO SUPPORT PARENT INVOLVEMENT**

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Utilize the new Parent square Communication Tool to provide more updates to parents regarding their child's progress and general school activities in any language the parent's require. Teachers will need to be trained on how to use Parent Square and teachers will spend time discussing the parent feedback and how to address the concern from parents that they need more input from teachers.

### **Additionally we analyzed specific data to indicate the following need(s):**

Last year our Garrison Parent Surveys and conversations with parents during ELAC meetings, SSC meetings and drop off and pick up, indicated that parents do not feel they have enough opportunities to hear from or talk to their child's teacher. Parents wanted more information and updates regarding their children's progress.

### **Discuss the areas of strength and need based on data analysis:**

Parent Square has met the need this school year for communication and parent surveys were overall more positive regarding teacher and school communication.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 3

**Goal #7** Increase Parent Participation in School Events

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	2nd Harvest Drive Through and Pantry to support parents and draw them in to our school.	2nd Harvest document showing how many families were served in the drive through.  List of parent volunteers who help distribute food.			
	Extra Office Hours to provide extra suport to parents	Extended Hours On Calendar  List of Parents who utilized extended hours	Extra support for parent engagement	Title 1 Parent Involvement	1500
	Child care for parent meetings	Pay claims  Parent Sign-up for Child care	Child care	Title 1 Parent Involvement	750
	Refreshments for parent meetings to encourage attendance	Nutrition Services Order  Flyers/autodialers advertising food	Refreshments for parent meetings	Title 1 Parent Involvement	750

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Center for Human Services Present to Families	Sign-in Sheet Family Surveys FSP, SAS calendars			
English Learners (EL)	Families will have expanded opportunities with a translator due to expanded office hours.	Sign-in Sheet Family Surveys			
	English Classes for Parents during ELAC meetings	Sign-in Sheets Flyers, autodialers, emails to parents advertising event			
	Flyers, invitations for ELAC and other parent events using Reprographics	Reprographic receipts Sign-in Sheets Increased attendance at events over last school year	Reprographic Orders	Title 1 Parent Involvement	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Staff trained on how to use Parent Square to communicate with parents in the desired language parents prefer.	Parent Square Dated Lists of parents contacted by Garrison Staff  Parent Survey			
	Garrison Garden open to families for parents to volunteer, donate, and for food.	Parent Volunteer List  Raptor Sign-in			
Students with Disabilities (SWD)	Parent University once a month class	Sign-in Sheets			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Reading Intervention and Enrichment Groups will provide remediation or enrichment for each student at Garrison to improve academic achievement.				ELA Goal 1
	Para-professional	Title 1 Positions	29,088	
Reading Intervention and Enrichment Groups will provide remediation or enrichment for each student at Garrison to improve academic achievement. This para will also support uppder grades in math with small group instruction using SWUN.				Math Goal 1
	Para-professional	Title 1 Positions	33,370	



## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	62458	0.00
Title 1 Professional Development	11900	0.00
Title 1 Parent Involvement	3500	0.00
Title 1 Certificated		
Title 1 Classified	5200	0.00
Title 1 Supplies and Services	21511	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$104,569
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$104,569
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$104,569.00
Grand total budgeted including carryover from Section 11	\$104,569

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

## Section 8 School Site Council Membership

**2023 - 2024**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (K-6)**  
**SCHOOL: William Garrison Elementary School**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Monica Guerro Term: 2022-2023 XParent Community Member	1. Name: Nancy Matthews <b>Principal</b>
2. Name: Leticia Chavez Term: 2021-2022, 2022-2023 XParent Community Member	2. Name: Cyndie Gibson Term: 2021-2022, 2022-2023 <b>Teacher</b>
3. Name: Patrick Peterson Term: 2022-2023 XParent Community Member	3. Name: Cindy Chau Term: 2021-2022, 2022-2023 <b>Teacher</b>
4. Name: Anastasia Gomez Term: 2022-2023 XParent Community Member	4. Name: Lacey Douglas-Allen Term: 2021-2022, 2022-2023 <b>Teacher</b>
5. Name: Katie Neeley Term: 2022-2023 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Jeni Ortega Term: 2022-2023 <b>Other School Staff</b>

## Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Yuri Velez, ELAC chair, 4/21/2023	English Language Advisory Council (ELAC)
Melissa Jaques, Cyndie Gibson, Bobbie Young, 4/4/2022	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 4/24/2023

Attested:

Monica Guerro	SSC Chairperson
Cyndie Gibson	SSC Vice Chairperson
Jeni Ortega	SSC Secretary