School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Elementary School	19-64980-6022560	May 20, 2024	June 20, 2024

Purpose and Description

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

Schoolwide Program

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.

This plan has been created to align with the Santa Monica-Malibu Unified School District's LCAP and reflects multiple foci in academic, social, and emotional areas of need as determined by multiple measures including state and local assessments, surveys, and observation. The desired outcomes from implementing the plan is a diminishing of the achievement gap; higher percentages of students who are proficient in ELA and Math; higher rates of reclassification for EL students; greater equity in opportunity to access the curriculum and school programs; and a strengthening of student social and emotional health. Additionally, students will be ready for the next phase of their educational journey and ultimately be ready for college and/or career.

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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).

Parent, teacher, and student surveys are distributed annually to gather data regarding the climate and safety of the school. Through these various measures, Grant School will continue to foster a climate that advances access and equity for all students and their families. The surveys that were administered during the 2023-2024 school year were the California Healthy Kids Survey, OLWEUS Anti-Bullying Survey, and the Hannover School Climate Survey.

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 observes instruction in classrooms daily. Observation data, as well as discussions with educators and staff, are used to inform and differentiate instruction to better meet the needs of all students in the Grant School community. Teachers are evaluated by Administrators annually, biannually, or every five years depending on their permanent employee status. In addition, Grant Professional Learning Communities (PLCs) are given the opportunity to engage in vertical articulation and to observe their colleagues so as to assist the effort in supporting the commonalities of effective instructional strategies across the instructional program from Transitional Kindergarten through the fifth grade.

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)

Assessments are given to students in grades TK - 5 on a quarterly basis. The results from these assessments are used as lead data to inform the instructional program and to focus instructional strategies for individual students. Students in grades 3 - 5 are assessed utilizing the California Assessment for Student Progress and Proficiency (CAASPP) each Spring. Educators analyze this lag data to inform the School Implementation Plan (SIP) and to target areas of whole school academic improvement. Data from the 2023-2024 school year was used by the School Leadership Team (SLT), along with certificated and classified staff members to collaboratively develop the School Implementation Plan for the 2024-2025 school year (attached). This document includes goals and evidence-based instructional strategies and action steps to improve student achievement, reduce the achievement and opportunity gap, and foster community engagement. The SIP is contained within the School Plan for Student Achievement. The CAASPP assessment was administered in the 2023-2024 school year and the results data will be used to inform the Grant School implementation plan and the SPSA goals for the 2024-2025 school year.

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

Data from state, district, and PLC-generated assessments are used to inform instruction and develop programs to meet the needs of all students. To gain important student progress data, Grant utilizes Fountas and Pinnell Reading Assessment, Benchmark Advance Language Arts curriculum, Teachers' College Reading and Writing Workshop & Running Records, Renaissance Star Assessments, CAASPP, Peer-Assisted Learning Strategies (PALS) program, and University of Florida Literacy Institute reading program. This data is analyzed by the teachers to inform instruction, group students for targeted remediation in the classroom, and implement Tier II programs that will benefit our students' academic growth. Grant teachers work in Professional Learning Communities (grade-level, mixed grades, and whole school) to create instructional plans based on identified student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff have met the requirements for ESEA and are highly qualified. Teachers are fully credentialed and have supplemental authorizations to teach second language learners (CLAD or BCLAD).

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

Grant School is fully staffed with credentialed teachers for all grade levels, including special education. Teachers are given multiple opportunities for professional development in the adopted language arts and mathematics, science, and social studies curricula, Cognitively Guided Instruction (CGI), social-emotional learning (Responsive Classroom, Second Step), Restorative Justice practices, Social Justice standards, and Project-Based Learning (PBLWorks/The Buck Institute of Education). Teachers engage in professional learning opportunities offered by the school district in the Summer (multi-day training), throughout the school year (full-day training), and once per month during dedicated weekly staff collaboration time.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials, and professional development focused on the locally adopted, standards-aligned ELA/ELD/Math/Science/Social Studies and intensive intervention programs in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained in using and accessing data from the student information system and other assessment tools. Additionally, teachers and administrative staff are provided ongoing professional development in the areas of Cognitively Guided Instruction (CGI), strategies for instructing English Language Learners and Neurodiverse students, NGSS, Social Justice Standards, Restorative practices, OLWEUS anti-bullying program, Responsive Classroom, Anti-bias/Anti-racism and Diversity, Equity, and Inclusion, and Sustainability, and Project-Based Learning (PBLWorks/The Buck Institute of Education).

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

The Grant School staff includes one full-time Literacy and Language Interventionist and one half-time Instructional Coach. In addition, support is provided to teachers from colleagues who have been trained as Math leaders, and the school's special education staff provides ongoing training and support to teachers with Neuro-diverse students in their classroom. The school district provides guidance and training from coordinator and director-level staff in ELA, Math, Science, Social Studies, Social Justice, Project-Based Learning, Restorative Justice practices, and Special Education. Grant School employs one full-time school psychologist, 2.5 Specialized Academic Instruction teachers, and 3 full-time Social Skills teachers, all of whom provide input into the instructional and behavioral program of our Neurodiverse students.

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

Teachers are provided time to meet in their grade-level Professional Learning Communities (PLCs) to discuss the instructional needs of students. In addition, the staff engages in cross-grade level vertical articulation during dedicated staff collaboration time and full-day learning walks. Teachers also utilize common planning time during Physical Education and music classes.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (Transitional Kindergarten through grade eight) for the locally adopted, standards-aligned RLA/ELD, Math, and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as required by the California Department of Education: Kindergarten: 36,000 minutes; Grades 1–3: 50,400; and Grades 4–5: 54,000 minutes. In addition, core subjects are taught to students for the district recommended amount of time each week. This time is protected instructional time.

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

Teachers adhere to the pacing guides and schedules provided by the District. Additionally, teachers plan with colleagues to ensure that instructional minutes are met while providing time for intervention, remediation, and extension. Administration allocates a portion of the school budget to provide intervention courses utilizing the Academic Vocabulary Toolkit curriculum for the school's English Learner students.

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

The school/district provides locally adapted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English Language Development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with the California Common Core State Standards (CCSS). The school/district provides locally adapted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades two, three, four, and five. These programs are implemented as designed and documented to be used in every intervention classroom with materials for every identified student.

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

Teachers use the most current district-adopted curriculum for Language Arts, Mathematics, Science, Social Science, and Physical Education. Intervention materials (i.e. SIPPS, PALS, etc.) are used for students based on assessment data. All students have textbooks available. Grant School has created a Literacy Center coordinated and run by the Instructional Coach which houses Leveled Literacy intervention kits, Teachers College Readers and Writers Workshop Units of Study, Teachers College Phonics Units, Fountas and Pinnell reading assessment kits, Peer Assisted Learning Strategies and UFLI materials, and the District purchases licenses for Lexia, DreamBox Math, and Second Step, while the school funds licenses for BrainPop!, and Freckle.

Opportunity and Equal Educational Access

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

Staff utilizes assessment data to qualify students for Tier II and Tier III interventions. Grant School provides a robust special education program for our Neurodiverse students which allows for students to remain in the Least Restrictive Environment. In addition, at-promise readers in Kindergarten through the fourth grade participate in the Peer-Assisted Learning Strategies (PALS) program (Math PALS has been piloted in the second, third, and fourth grades with the plan of rolling it out to additional grade levels); at-promise second-grade students engage in the SIPPS Reading Intervention program, and Long-Term English Learner (LTEL) students participate in a pull-out program with the Literacy and Language Interventionist. Grant School also offers its EL students a before-school program that utilizes the standards-based Academic Vocabulary Toolkit curriculum.

Evidence-based educational practices to raise student achievement

Teachers use research-based instructional strategies and standards-based curriculum to meet the needs of students and increase achievement. These include whole group, small group, and one-on-one instruction across the core content areas, CGI, Readers' and Writers' Workshop, Project-Based Learning models, Responsive Classroom, Restorative Justice, and Social/Emotional Learning programs and practices.

Parental Engagement

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

Resources to assist under-achieving students include parent-raised funds through the PTA and Education Foundation and local charities, supplemental materials and supplies, basic necessities, and volunteer time. Instructional materials, supplemental in-school support classes, and support outside of the regular school day are offered to students and families through school and district funding.

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)

Grant School's SPSA is reviewed and approved by the School Site Council (SSC), English Learners Advisory Committee (ELAC), and school site and District staff. Parents are encouraged to participate in their child's education through the SSC, ELAC, PTA, Santa Monica Education Foundation, Grant School Special Education Parent Resource and Support Group, parent education nights, family engagement activities, and school and district committees. Parent Liaisons greatly assist the school's efforts in various areas and activities. In addition, parents are encouraged to volunteer regularly in the classroom and at school-wide events.

Funding

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

The Literacy and Language Interventionist salary is wholly funded through the District's LCAP. This educator serves the school's English Learner population as well as at-promise readers in the primary grades.

Fiscal support (EPC)

Fiscal support provided by the Education Foundation, State Lottery funds, facilities permit revenue, gifts/donations, and Equity Funds are used to develop and refine programs to meet the needs of all students.

Educational Partner 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 Grant School School Leadership Team (SLT), School Site Council (SSC), English Language Advisory Committee (ELAC), and District Leadership Team (DLT) have all reviewed performance data and climate surveys. Each of the groups, with the exception of the DLT, has provided input in the creation of the school's goals and this plan. Examples of stakeholder input include the ELAC recommending before and after-school language acquisition classes for EL students. The Grant School PTA created an afterschool academy for students to engage in enrichment classes focusing on foreign language, health and wellness, and STEAM. In addition, the SSC suggested classes or programs that differentiated learning opportunities for all students, including students who are exceeding grade-level learning targets. All of these proposals were incorporated into the school's

implementation plan.

The Grant School Site Council met on the following dates during the 2023-2024 school year:

- Monday, September 18, 2023
- Monday, October 16, 2023
- Monday, November 20, 2023
- Monday, December 18, 2023
- Monday, January 22, 2024
- Monday, February 26, 2024
- Monday, March 18, 2024
- Monday, April 15, 2024
- Monday, May 20, 2024

The Grant School ELAC met on the following dates during the 2023-2024 school year:

- Wednesday, September 6, 2023
- Wednesday, October 4, 2023
- Wednesday, December 6, 2023
- Wednesday, May 3, 2024

The Grant School Site Council will meet on the following dates during the 2024-2025 school year:

- Monday, September 16, 2024
- Monday, October 21, 2024
- Monday, November 18, 2024
- Monday, December 16, 2024
- Monday, January 27, 2025
- Monday, February 24, 2025
- Monday, March 17, 2025
- Monday, April 21, 2025
- Monday, May 19, 2025

The Grant ELAC will meet on the following dates during the 2024-2025 school year:

- Wednesday, September 4, 2024
- Wednesday, October 2, 2024
- Wednesday, November 6, 2024
- Wednesday, December 4, 2024
- Wednesday, February 5, 2025
- Wednesday, March 5, 2025
- Wednesday, April 2, 2025
- Wednesday, May 7, 2025

Resource Inequities

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

Because Grant School does not qualify for Title I funds like some other schools in the school district, support must be provided by limited funds provided by the District and from the Santa Monica Education Foundation and Parent/Teacher Association. There are no resource inequities among students within the Grant School community as it is a school priority to provide learning opportunities and supplemental materials and supplies to all Grant students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.18%	0.18%	1	1	1
African American	9.61%	9.78%	10.00%	52	53	57
Asian	11.46%	10.52%	10.53%	62	57	60
Filipino	0.37%	0.37%	0.53%	2	2	3
Hispanic/Latino	27.36%	27.49%	26.49%	148	149	151
Pacific Islander	%	0%	%		0	
White	49.54%	47.6%	47.02%	268	258	268
Multiple/No Response	1.48%	4.06%	5.26%	8	22	30
			Total Enrollment	541	542	570

Table header: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	103	124
Grade 1	87	77	78
Grade 2	86	90	80
Grade3	90	93	90
Grade 4	85	99	92
Grade 5	105	80	106
Total Enrollment	541	542	570

Table header: Student Enrollment by Grade Level

Conclusions based on this data:

1. Grant School's enrollment numbers have increased over the last few years. Enrollment numbers have rebounded from the deleterious effects from the COVID-19 pandemic in the last couple of years.

2. Adding a second Transitional Kindergarten class has increased enrollment slightly, as well. Additionally, the number of students in Grant's specialized special education programs has been at capacity per the District's caps on enrollment. Transitional Kindergarten enrollment numbers are not represented in the data table above.

3. The homes in the neighborhood in which Grant School sits have continued to increase in value and thus, the historical socio-economic demographics have continued to change. Home income medians are increasing as this shift occurs and the economy continues to improve. Grant's student ethnic demographics have remained consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	43	41	39	8.60%	7.9%	6.8%
Fluent English Proficient (FEP)	41	52	50	8.90%	7.6%	8.8%
Reclassified Fluent English Proficient (RFEP)		5		14.3%		

Conclusions based on this data:

1. Grant School's English Learner population has remained steady although has decreased by 2 percentage points throughout the last three years. EL students represent 6% of the total population at Grant.

2. The number of FEPs has decreased by .7% over a three-year period. The number of RFEPs has ticked up slightly, though, as a result of the implementation of research-based intervention programs, such as the Academic Vocabulary Toolkit curriculum, and targeted designated and integrated EL strategies offered at Grant.

3. While the total number of RFEPs is small at Grant, there were 4 students who were reclassified during the 2023-2024 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	89	93	0	88	93	0	88	93	0.0	98.9	100.0
Grade 4	97	83	98	0	76	98	0	76	98	0.0	91.6	100.0
Grade 5	94	100	81	0	100	81	0	100	81	0.0	100.0	100.0
All Grades	282	272	272	0	264	272	0	264	272	0.0	97.1	100.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2497.	2486.		52.27	50.54		28.41	24.73		14.77	18.28		4.55	6.45
Grade 4		2519.	2544.		47.37	58.16		30.26	22.45		10.53	11.22		11.84	8.16
Grade 5		2568.	2524.		53.00	28.40		23.00	35.80		13.00	16.05		11.00	19.75
All Grades	N/A	N/A	N/A		51.14	46.69		26.89	27.21		12.88	15.07		9.09	11.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.50	38.71		59.09	54.84		3.41	6.45
Grade 4		35.53	44.90		57.89	51.02		6.58	4.08
Grade 5		35.00	24.69		59.00	64.20		6.00	11.11
All Grades		35.98	36.76		58.71	56.25		5.30	6.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.77	38.71		56.82	52.69		3.41	8.60
Grade 4		31.58	37.76		59.21	53.06		9.21	9.18
Grade 5		48.00	27.16		41.00	53.09		11.00	19.75
All Grades		40.53	34.93		51.52	52.94		7.95	12.13

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		18.18	19.35		73.86	76.34		7.95	4.30
Grade 4		27.63	24.49		64.47	66.33		7.89	9.18
Grade 5		24.00	12.35		69.00	79.01		7.00	8.64
All Grades		23.11	19.12		69.32	73.53		7.58	7.35

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		34.09	36.56		61.36	58.06		4.55	5.38
Grade 4		15.79	30.61		77.63	64.29		6.58	5.10
Grade 5		35.00	28.40		56.00	56.79		9.00	14.81
All Grades		29.17	31.99		64.02	59.93		6.82	8.09

Conclusions based on this data:

1. Grant School's goals for the 2023-2024 school year were created utilizing the results data from the 2022-2023 assessments which follow:

- 78% of students in Grades 3-5 met or exceeded the standard in 2022-2023 as measured by the English/Language Arts CAASPP.
- The goal for the 2023-2024 school year stated that 80% of students would either meet or exceed the standard as measured by the English/Language Arts CAASPP. We are awaiting CAASPP assessment results for the 2023-2024 school year. This data will be included in this plan when it becomes available.

2. Local assessment data is not always a clear indicator of how students will perform on the CAASPP assessments. The data reports that 82% of students scored at or above grade level on the local 2024 Spring assessment based on the District benchmark.

3. 2022-2023 5th-grade students had a lower percentage of students meet or exceed the standards than students in the 3rd and 4th-grades. There was a directed effort to improve student achievement in ELA by focusing on writing, and listening and speaking.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	89	93	0	88	93	0	88	93	0.0	98.9	100.0
Grade 4	97	83	98	0	76	98	0	76	98	0.0	91.6	100.0
Grade 5	94	100	81	0	99	80	0	99	80	0.0	99.0	98.8
All Grades	282	272	272	0	263	271	0	263	271	0.0	96.7	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2486.	2509.		44.32	59.14		32.95	21.51		11.36	11.83		11.36	7.53
Grade 4		2513.	2547.		36.84	48.98		26.32	28.57		26.32	15.31		10.53	7.14
Grade 5		2562.	2530.		49.49	30.00		19.19	25.00		15.15	22.50		16.16	22.50
All Grades	N/A	N/A	N/A		44.11	46.86		25.86	25.09		17.11	16.24		12.93	11.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.05	65.59		45.45	24.73		12.50	9.68
Grade 4		40.79	51.02		44.74	38.78		14.47	10.20
Grade 5		41.41	32.50		41.41	50.00		17.17	17.50
All Grades		41.44	50.55		43.73	37.27		14.83	12.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.45	56.99		43.18	33.33		11.36	9.68
Grade 4		28.95	47.96		60.53	46.94		10.53	5.10
Grade 5		46.46	31.25		36.36	46.25		17.17	22.50
All Grades		41.06	46.13		45.63	42.07		13.31	11.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		42.05	55.91		52.27	37.63		5.68	6.45
Grade 4		31.58	51.02		57.89	43.88		10.53	5.10
Grade 5		35.35	18.75		52.53	62.50		12.12	18.75
All Grades		36.50	43.17		53.99	47.23		9.51	9.59

Conclusions based on this data:

1.
- 72% of students in Grades 3-5 met or exceeded the standard in 2022-2023 as measured by the Mathematics CAASPP.
- The goal for the 2022-2023 school year stated that 78% of students would either meet or exceed the standard as measured by the Mathematics CAASPP.
- The goal for the 2023-2024 school year stated that 72% of students would either meet or exceed the standard as measured by the Mathematics CAASPP.
- We are awaiting CAASPP assessment results for the 2023-2024 school year. This data will be included in this plan when it becomes available.

2. Local assessment data is not always a clear indicator of how students will perform on the CAASPP assessments. The data says that 83% of students in grades 1-5 scored at or above grade level on the local Spring assessment based on the District benchmark. The goal for students to meet or exceed the standard on the Spring Math benchmark was 85%.

3. 2022-2023 5th-grade students had a lower percentage of students meet or exceed the standards than students in the 3rd and 4th-grades. We are awaiting results from end of the year summative assessments.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	9	10
1	*	*	*	*	*	*	*	*	*	9	5	8
2	*	*	*	*	*	*	*	*	*	8	5	6
3	*	*	*	*	*	*	*	*	*	8	*	8
4	*	*	*	*	*	*	*	*	*	9	9	*
5	*	*	*	*	*	*	*	*	*	8	4	6
All Grades										48	34	40

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	41.18	27.50	39.58	35.29	50.00	22.92	17.65	20.00	4.17	5.88	2.50	48	34	40

Oral Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.17	58.82	57.50	31.25	35.29	30.00	10.42	2.94	7.50	4.17	2.94	5.00	48	34	40

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.58	17.65	10.00	29.17	38.24	32.50	43.75	32.35	40.00	12.50	11.76	17.50	48	34	40

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.42	50.00	45.00	52.08	47.06	52.50	12.50	2.94	2.50	48	34	40

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.92	73.53	67.50	22.92	23.53	27.50	4.17	2.94	5.00	48	34	40

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	23.53	15.00	58.33	55.88	67.50	16.67	20.59	17.50	48	34	40

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	29.41	25.00	68.75	58.82	57.50	18.75	11.76	17.50	48	34	40

Conclusions based on this data:

1. 32 students were administered the ELPAC summative assessment in the 2022-2023 school year. The average ELPAC score was Level 3. There are 35 English Learners at Grant this year.

2. We are awaiting the ELPAC summative assessment results for the 2023-2024 school year. 32 students were administered the summative ELPAC assessment this year. There were 16 RFEPS being monitored at Grant this year.

3. Grant School's low EL population does not allow us to see specific data as reported by the state in the data tables above.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
542	**26.6**	**7.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Grant Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	41	7.6
Foster Youth		
Homeless	2	0.4
Socioeconomically Disadvantaged	146	26.6
Students with Disabilities	111	20.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	53	9.8
American Indian	1	0.2
Asian	57	10.5
Filipino	2	0.4
Hispanic	149	27.5
Two or More Races	22	4.1
White	258	47.6

Conclusions based on this data:

1. Grant School is a diverse school with representation from a variety of races and ethnicities.

2. 26% of Grant School students are Socioeconomically Disadvantaged. This is an increase of 1% from the last school year. Grant School does not qualify for Title I funds despite this significant percentage.

3. The EL population is a relatively low number as a total number of the student population at 6%. This is a slight decrease from previous years.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. Grant's previous school goals were 80% Met or Exceeded for ELA and 72% for Mathematics. These totals look at the overall student population but fail to disaggregate the data into cohort data.

2. Grant School does not have significant issues with Suspension and Chronic Absenteeism rates. There are no recorded suspensions in the 2023-2024 school year.

3. Grant School's English Learner Progress does not register on the dashboard as a significant population. Data shows that Grant's small EL population's achievement has improved due to increased intervention programs, such as the Academic Vocabulary Toolkit classes, the implementation of evidence-based instructional strategies, and a greater emphasis on both integrated and designated instruction for EL students. The data shows that we need to continue to focus on our ELLs achievement through effective instructional strategies and supplemental programs.

School and Student Performance Data

Academic Performance
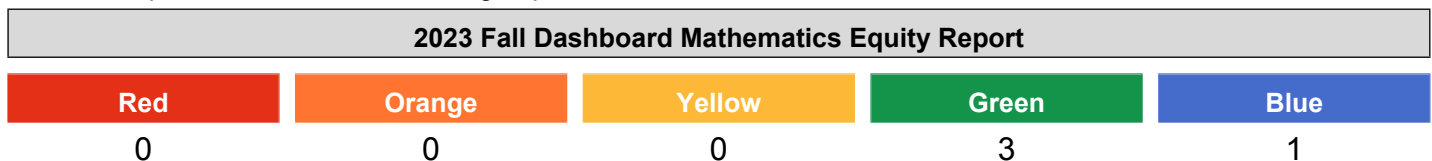## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	13.7 points below standard	No Performance Color
51.1 points above standard	Decreased Significantly -18.1 points	0 Students
Decreased -9.2 points		
272 Students	27 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
1 Student	6.9 points above standard	5.9 points below standard
	Decreased Significantly -15.3 points	Increased +5.1 points
	85 Students	65 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
4 points below standard	Less than 11 Students	87.2 points above standard	No Performance Color
Decreased Significantly - 35.6 points	1 Student	Decreased Significantly - 23.1 points	0 Students
31 Students		25 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Less than 11 Students	No Performance Color	Blue
12.9 points above standard	6 Students	0 Students	77.7 points above standard
Decreased -7.4 points			Maintained -0.4 points
79 Students			130 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.5 points below standard	30.6 points above standard	55.6 points above standard
Decreased Significantly -21.6 points	14 Students	Decreased -5.4 points
13 Students		219 Students

Conclusions based on this data:

1. The achievement gap between Hispanic and White students continues. While white students maintained proficiency rates equal to the previous year, Hispanic students declined a bit.

2. The achievement gap between neurodiverse and neurotypical students persists. Upon analysis, this is due in large part to the varying learning needs of our neurodiverse students and the complicated nature of the CAASPP.

3. EL students made slightly declined in achievement over the previous reporting period. We will continue to focus on interventions offered to our EL students and increase the implementation of integrated and designated instruction for EL students and a focus on Speaking and Listening. We are currently awaiting the results of the 2023-2024 CAASPP assessments and will update this report when the information becomes available.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	6.8 points above standard	No Performance Color
48.7 points above standard	Increased +4.5 points	0 Students
Increased +9.8 points	27 Students	
271 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Green
1 Student	7.9 points above standard	8.3 points below standard
	Increased +5 points	Increased +4.1 points
	85 Students	65 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
5.4 points above standard	Less than 11 Students	81.2 points above standard	No Performance Color
Decreased -6.9 points		Increased +4.1 points	0 Students
	1 Student		
31 Students		25 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Less than 11 Students	No Performance Color	Blue
13.8 points above standard		0 Students	72.7 points above standard
Increased +6.4 points	6 Students		Increased Significantly +18.7 points
79 Students			129 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
13.6 points below standard	25.7 points above standard	52.7 points above standard
Increased Significantly +22.4 points	14 Students	Increased +14.4 points
13 Students		218 Students

Conclusions based on this data:

1. The achievement gap between Hispanic and White students continues despite increased achievement by both subgroups. There has been a schoolwide focus on research-based math strategies the last two years. We are seeing gains because of this focus.

2. The achievement gap between neurodiverse students and neurotypical students persists. Upon analysis, this is due in large part to the varying learning needs of our neurodiverse students and the complicated nature of the CAASPP.

3. EL students made gains in achievement in mathematics over a three-year reporting period. This is due to the increase of interventions offered to our EL students and the increased practice of integrated and designated instruction for EL students and a focus on Speaking and Listening. We are currently awaiting the results of the 2023-2024 CAASPP assessments and will update this report when the information becomes available.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
51.9% making progress towards English language proficiency
Number of EL Students: 27 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	8	6	8

Conclusions based on this data:

1. 30% of Grant's English Learners maintained at ELPI Level 1, 2L, 2H, 3L, or 3H. 19% decreased one ELPI level. 22% maintained at Level 4 and 30% of students progressed at least one ELPI level. The data demonstrates that Grant teachers are implementing effective instructional strategies and intervention programs.

2. While the data is encouraging, a review of the overall data suggests that priority should continue to be given to identifying and supporting programs and strategies that would foster greater achievement among our EL students. Effort will be made by staff in identifying and implementing research-based mathematics strategies that target the specific needs or all EL students.

3. The number of English Learners is currently 6% of Grant's overall student population.

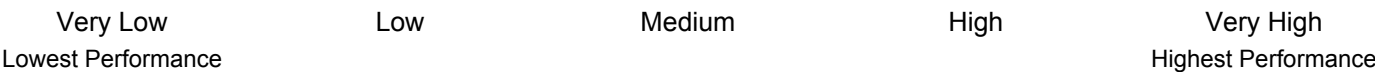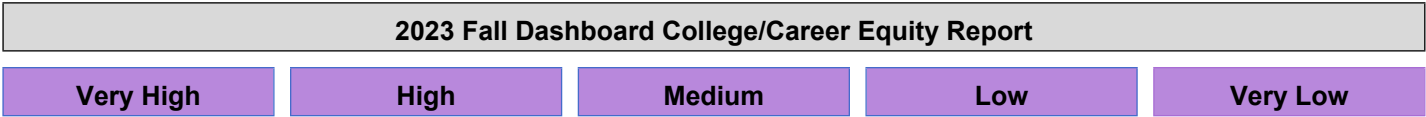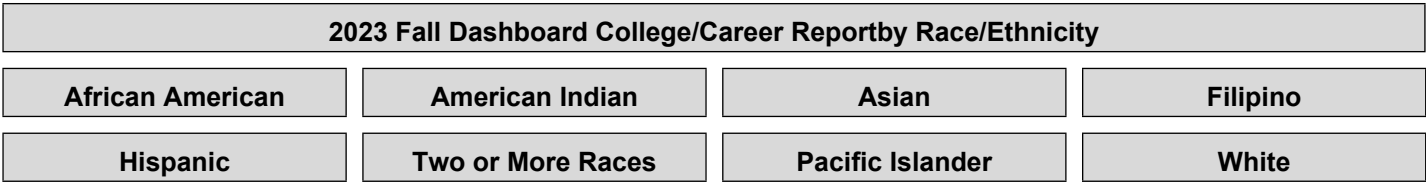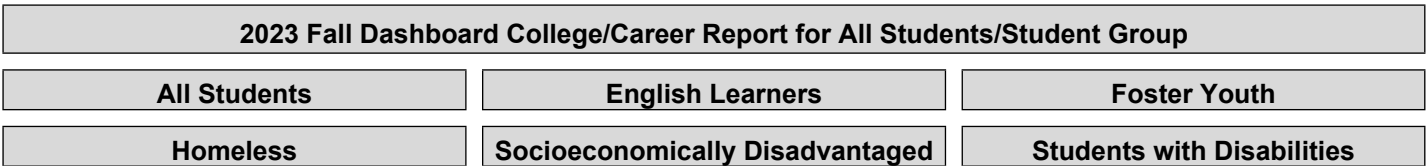# School and Student Performance Data

Academic Performance
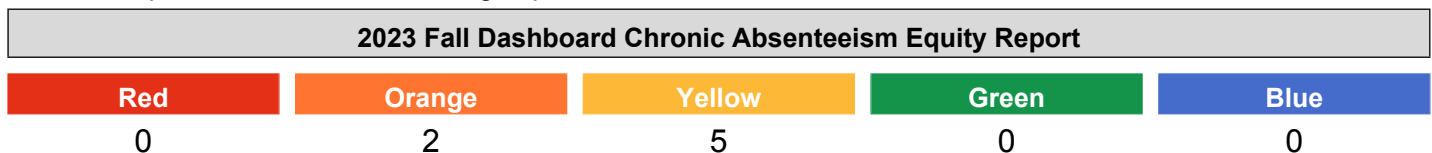## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no officially reported data that reflects College and Career activities at Grant School.

2. Grant School students did engage in college and career readiness through classroom lessons and assemblies that introduce various careers and pathways to students.

3. Grant School students and staff engaged in rigorous training in Project-Based Learning strategies and techniques over the course of the entire school year. Administration brought professional trainers in to work with staff professional development and students were exposed to adults who work in a multitude of professions. This year, Grant School has been in the process of shifting its instructional model to a Project-Based Learning focused model.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	5	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
16.8% Chronically Absent	11.6% Chronically Absent	0 Students
Declined -1.7	Declined -6.6	
548 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
	25.3% Chronically Absent	19.2% Chronically Absent
2 Students	Declined Significantly -11.2	Declined -11.2
	158 Students	130 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	Orange	Less than 11 Students
11.1% Chronically Absent		15.3% Chronically Absent	
Declined -5	1 Student	Increased 10.4	2 Students
54 Students		59 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	22.7% Chronically Absent	No Performance Color	Yellow
28.9% Chronically Absent	0	0 Students	11.1% Chronically Absent
Declined -6.5	22 Students		Declined -1.7
149 Students			261 Students

Conclusions based on this data:

1. Grant School chronically absent levels have declined significantly over the past year. ELLs, Socioeconomically Disadvantaged, and Students with Disabilities were more chronically absent than White and African American students although the numbers for these groups of students have also decreased. Knowledge of the learning difficulties of the various subgroups suggests that language barriers, challenges at home, and difficulties arising from disabilities contribute to the number of chronically absent students. Hispanic students were more chronically absent than students who are White, African American, or Asian American students.

2. Grant's attendance rate prior to the pandemic was at 4.2% chronic absenteeism. That number increased following the pandemic but has decreased significantly over the last year and is currently at 14%.

3. The school will continue its efforts to improve this area of concern which will include focusing on family support, guidance, resources such as child care options, and educating parents on the importance of regular attendance while celebrating our gains in regular attendance.

School and Student Performance Data

Academic Engagement
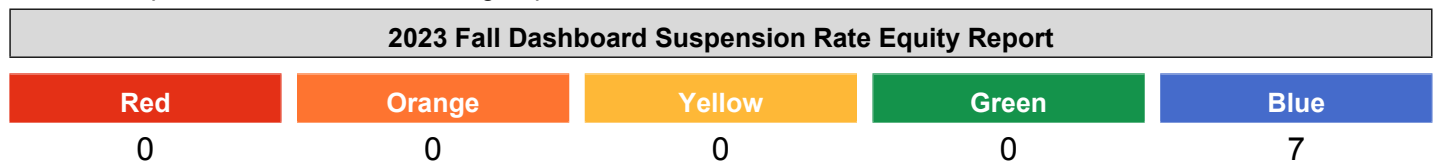## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no graduation rate data as Grant School is an elementary school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	7

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	1 Student
Declined -0.4	Declined -4.4	
555 Students	45 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Blue
2 Students	0% suspended at least one day	0% suspended at least one day
	Declined Significantly -1.2	Declined -1.6
	161 Students	130 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	Blue	Less than 11 Students
0% suspended at least one day	1 Student	0% suspended at least one day	2 Students
Maintained 0		Maintained 0	
55 Students		59 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	0% suspended at least one day	No Performance Color	Blue
0% suspended at least one day	22 Students	0 Students	0% suspended at least one day
Declined -0.7			Declined -0.4
154 Students			262 Students

Conclusions based on this data:

1. Suspension is a remediation strategy that is rarely used at Grant School but in the most extreme cases and as dictated by Education Code.

2. Grant had no recorded suspensions of students from school in the 2023-2024 school year.

3. Administrators and teachers utilize other methods of remediation including Restorative Practices and various social/emotional strategies and programs such as Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increased Performance in Literacy and Math

LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Goal 1

- ELA: Increase to 80% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP.
- Mathematics: Increase to 75% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP.
- 85% of students will score at or above grade level on the Star Early Literacy and Reading Assessment. (District benchmark)
- 85% of students will score at or above grade level on the Star Math Assessment. (District benchmark)

Identified Need

Following are the results results for the 2022-2023 school year on the CAASPP assessments:

- English/Language Arts: 78% of students met or exceeded the state standard on the CAASPP, while 22% were either near or did not meet the standard.
- Mathematics: 72% of students met or exceeded the state standard on the CAASPP, with 30% nearing or not meeting it.
- Additionally, while EL students made progress during that period, a greater targeted effort needs to occur to increase the percentage of students that meet or exceed the standard.
- This is also true of our students with disabilities.
- 82% of all students in grades K - 5 scored at or above the benchmark on the District's Spring Star Reading Assessment.
- 85% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Math Assessment

- Staff disaggregated the data and analyzed the targets for each grade in ELA and Math and found that students across grade levels showed a deficit in their ability to retell and summarize. This will be a focus area throughout the next school year.
- 76% of Kindergarten and first-grade students scored at or above grade level on the Spring Star Early Literacy and Reading Assessment. Staff will continue the work to assist primary students in decoding, reading fluency, and comprehension as well as summarizing and retelling. The implementation of the PALs literacy development program in Kindergarten, First, and Second-grades has fostered greater achievement in literacy among our lowest-achieving students in these grades. Similarly, PALs has been piloted in the 4th grade and data continues to be analyzed.

- Math PALS was piloted in third grade which showed gains in student achievement. This program will be expanded to additional grade levels in the 2024-2025 school year. This intervention program has garnered great gains in the overall percentage of students who achieve in the "at or above grade level" category.
- We are awaiting the 2023-2024 CAASPP performance data and will update this report when it becomes available.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Percent of students who have met or exceeded the standard as measured by CAASPP. - Proficiency levels of students in grades K-5 as measured by the Star Reading and Math assessments.	**2022 - 2023:** 78% of all students met or exceeded the standard in ELA as measured by the CAASPP. 72% met or exceeded the standards in Mathematics as measured by the CAASPP. - We are awaiting the results of the CAASPP assessment for 2023 - 2024. The actual outcome data will be updated when we receive the final results. **Spring 2024:** 2024 Spring Star Reading Assessment: 82% of students in grades 2-5 scored at or above the benchmark. 2024 Spring Star Early Literacy Assessment: 76% of students in grades K-1 scored at or above the benchmark. 2024 Spring Math Assessment: 82% of students in grades 1-5 scored at or above the benchmark. **Spring 2024:**	**2024 - 2025 Expected Outcomes:** **CAASPP:** - ELA: 80% of all students in grades 3-5 will meet or exceed the standard as measured by the CAASPP. - Mathematics: 75% of all students in grades 3-5 will meet or exceed the standard as measured by the CAASPP. **Spring Star Reading and Early Literacy Assessment (combined):** 85% of students in grades K-5 will score at or above grade level. (District benchmark) 50% of English Learners in grades 2-5 will score at or above the District benchmark (44%). **Spring Star Math Assessment (combined):** 85% of students in grades 1-5 will score at or above grade level. (District benchmark)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Star Reading 1-5 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup: • Asian 92% • White 89% • American Indian or Alaska Native 100% • Black 70% • Latinx 65% Spring 2024: Star Reading grades 2-5 English Learners who scored at/above standards as measured by the district benchmark (44th percentile and above): • 35% students in grades 2-5 who are English Learners scored at or above the 44th percentile on STAR Reading during the spring testing window (22 students total) Star Early Literacy K & 1 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup: • American Indian or Alaska Native 90% • Asian 100% • White 84% • Latinx 80% • Black 50% Star Early Literacy K-1 English Learners who scored at/above standards as measured by the district benchmark (40th percentile and above):	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 79% K-1 English Learners scored at or above the 40th percentile on STAR Early Literacy during the spring testing window (11 students total) Spring 2024: Combined Star Math Assessment/STAR Early Literacy: 82% of 1-5 students scored at/above the benchmark as measured by the district benchmark (40th percentile and above). Star Math K-5 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup: • American Indian or Alaska Native 100% • Asian 88% • White 91% • Black 63% • Latinx 69% Spring 2024: Star Math grades 2-5 English Learners who scored at/above standards as measured by the district benchmark (40th percentile and above): • 46 % of students in grades 2-5 who are English Learners scored at or above the 40th percentile on STAR Math during the spring testing window.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Grant School Administration will:
- continue to provide a Guaranteed Viable Curriculum and ensure that each student will have access to a highly effective teacher and access to the same content, knowledge, and skills.
- ensure that all students have access to the same learning opportunities.
- continue the implementation of a Project-Based Learning year-long activity for all students in grades TK - 5.
- provide Instructional Assistants equitably to classrooms in grades TK-3 to assist with supplemental instruction under the supervision of highly qualified teachers.
- provide subs for planning time for vertical articulation regarding school focus
- arrange support from District staff in creating lessons and strategies for instructing ELL students during Designated ELD blocks.
- provide Peer Assisted Learning Strategies (PALS) training for staff for at-promise readers across grade levels
- provide University of Florida Literacy Institute Reading Program materials and training for staff
- arrange for Lexia/Dreambox lab time and access, including providing funding for two support staff members to manage this intervention opportunity
- provide Academic Vocabulary Toolkit classes for ELL students including funding for staff to implement this intervention
- provide support for Project-Based Learning for staff and students and provide protected instructional time for school-wide lessons, projects, and initiatives
- purchase supplemental curriculum and digital resources that support the schoolwide focus.

Teachers will:
- Provide anti-bias/anti-racist lessons for students using a critical lens in all subject areas. Also, be aware of any bias from an author, notice who is left out, and notice how one culture, gender, or race is represented.
- continue to provide high-quality effective instruction utilizing the CCSS, district-adopted curriculum, and evidence-based instructional strategies, and will engage in meaningful and relevant professional learning opportunities
provided by the school, District, and outside agencies.
- continue to place a focus on students constructing viable and valid arguments from evidence, and provide peers with meaningful feedback across all educational settings.
- engage in Professional Learning Communities (PLC), School Leadership Team (SLT), and Project-Based Learning (PBL) year-long activities.
- engage in regular grade-level meetings and engage in vertical and horizontal articulation with their colleagues.
- engage in ongoing cycles of inquiry with their teams and with fidelity.
- participate in learning walks with colleagues and use the data to inform effective instructional strategies.
- provide daily integrated and designated ELD with their students.
- utilize Thinking Maps and question banks.

- engage in 5-minute mini-lessons on number talks before students engage in Cognitively Guided Instruction (CGI) problems.
- provide explicit academic vocabulary instruction.
- develop math tasks and differentiated scaffolds and strategies to support ELs in communicating their mathematical reasoning.
- develop, implement, and analyze common formative assessments focusing on patterns and relationships.
- utilize sentence frames.
- implement the Peer-Assisted Literacy Strategies (PALS) program for students in primary grades and use it as a targeted intervention tool in the upper elementary grades.
- plan, implement, and evaluate interventions based on student needs.
- analyze assessment data.
- collect and examine student work in Mathematics and writing through the lens of standards-aligned rubrics and SIP goals.
- utilize proven digital platforms to provide and collect meaningful feedback from students.

Students will:
- put forth effort in demonstrating growth toward proficiency in grade-level reading, writing, and mathematics as measured by local assessments and other measures.
- show an effort in attending school every day of the school year.
- commit to engaging in the learning process each day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	District Funded 1000-1999: Certificated Personnel Salaries Substitute teachers will be hired to release certificated teachers for data planning and reflection meetings, SLT participation to create and analyze cycles of inquiry work, colleague observations, and professional development. Funds provided by District SLT Professional Learning Needs fund.
2,000.00	Parent-Teacher Association (PTA) None Specified Supplemental program materials for students and teachers in various grade levels
38,400.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Supplemental materials and supplies for all classrooms and specialized programs
20,000.00	Parent-Teacher Association (PTA) None Specified

	Off campus experiential learning trips
245,735.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistants provide support to teachers in all curricular areas. Instructional Aides work with students to achieve school academic and climate goals and provide intervention for at-promise students. Funds provided by District and Education Foundation.
1,500.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Provide two Lexia Lab IAs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide specialized programs training and materials to staff - Training in Responsive Classroom, Social Justice Standards, Restorative Practices; standards-focused off-campus learning excursions; and books and media relating to these subjects all are expected to assist in the effort to achieve the goal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Site Formula Funds 4000-4999: Books And Supplies Deliver PD to staff, provide model lessons and support lesson studies and data team meetings
9,000.00	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Amplify Science curriculum organization and lesson prep for teachers.
10,000.00	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Project-Based Learning Professional Development services for certificated staff. Funds provided by District SLT Professional Learning Needs fund.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Educational Technology and Curriculum Integration - Educational technology programs will be used to meet the needs of diverse learners, which includes Freckle (Math/Social Studies), Lexia (Reading), Brain Pop (multiple subjects), SeeSaw (student engagement), FlipGrid (student engagement), and other educational apps. The use of these programs is expected to foster a greater depth of knowledge, reinforce classroom learning, and increase proficiency levels.

In addition, multiple technology hardware tools will be utilized in the class, including Chromebooks, iPads, SmartBoards, and desktop computers.

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

Amount(s)	Source(s)
5,000.00	Parent-Teacher Association (PTA) None Specified Purchase Digital platforms to support student learning and engagement including BrainPop! and Freckle.
	District LCAP Funds 0000: Unrestricted Purchase Digital platforms to support student learning and engagement including Renaissance Lexia, Second Step, and Newsela.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom Observation by Administrators and Educators - Site administrators will conduct regular daily observations of the classrooms across grades to assess the efficacy of teaching practices and intervention strategies for underperforming students. These walkthroughs will also serve as a positive tool to gain information to share with educators as a support in the improvement of the instructional program.

Teachers will also be afforded an opportunity a couple of times per school year to observe their colleagues instruction and to collaborate on designing lessons. This practice is expected to benefit students by creating a cohesive instructional program that works towards the creation of common formative and summative assessments and achieving the school goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified Site leadership will conduct regular formal and informal observations of instruction in literacy and balanced literacy design

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Grades TK - 5

Strategy/Activity

Science Technology Engineering Art and Math (STEAM) and Project-Based Learning:
- STEAM will be integrated throughout all content areas. Reading and writing are components of the science program that are implemented both in the pull-out program, the art classroom and in the general education classroom.
- Students will develop and demonstrate problem-solving skills and collaboration in science and engineering in the general education classroom.
- Students in all grades will engage in a Deep Learning program that incorporates the Next Generation Science Standards, math concepts, writing techniques, and critical thinking strategies. This program is expected to add to students' knowledge base, experiences, and skills which are expected to increase proficiency on the state and local assessments.
- All 5th-grade students will participate in a parent-funded outdoor science camp.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.00	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Provide materials and supplies to implement year-long PBL Deep Learning activity for students in grades TK-5 utilizing the learning garden.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with books, periodicals, and other media - These materials include informational text, fiction, and social issues. Staff will encourage students to utilize these materials which is expected to benefit students' literacy, math skills, and social/emotional development.

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

Amount(s)	Source(s)
17,000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Supplemental classroom instructional materials
800.00	American Book Drive 4000-4999: Books And Supplies Supplemental Library instructional materials

Annual Review

SPSA Year Reviewed: 2023-24

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.

The strategies outlined in the 2023-2024 SPSA and SIP were implemented on time per internal goals and timelines. The strategies that were implemented were effective as measured by local assessments. We are currently awaiting the results of the 2023-2024 CAASPP assessments. This report will be updated when the data is available. • 78% of students met or exceeded the standard in English/Language Arts in the 2022-2023 school year as measured by the CAASPP. • 72% of students met or exceeded the standard in Mathematics in the 2022-2023 school year. • 82% of students scored at or above grade level on the local Star Reading Spring assessment. (District benchmark) • 82% of students scored at or above grade level on the local Star Mathematics Spring assessment. (District benchmark) • We are currently waiting for the data for the CAASPP assessments and will update this plan when that information becomes available.

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

There were no major differences in the execution of our School Implementation Plan and the budget expenditures. Our strategies remained targeted to closing the achievement gap. The School Leadership Team and staff analyzed the effectiveness of our programs and strategies and with minor adjustments continued with them in the 2023-2024 school year. Staff added intensive Project-Based Learning professional development to the school goals through the SIP in the 2023-2024 school year.

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.

No major changes to the goal or funding for the 2024-2025 school year although some funding sources such as the Education Foundation are being reduced while the Grant PTA will increase the funding of some supplemental materials and supplies to enrich the instructional program. The annual outcomes goals are being adjusted due to the results of the CAASPP assessments from the 2023-2024 school year. The goal for students who met or exceeded the standard in ELA in the 2022-2023 school year was 80%. The actual percentage was 78%. The goal for students who met or exceeded the standard in Mathematics in the 2022-2023 school year was 75%. The actual percentage was 72%. We will continue to use the local Star Assessments in reading and math to shape the goals for 2024-2025. A continued focus will be made on integrated and designated instruction for EL students which will also benefit all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equitable Opportunities for all Students

LEA/LCAP Goal

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

Goal 2

- 55% of EL students will meet or exceed the standard in ELA as measured by the CAASPP.
- 55% of EL students will meet or exceed the standard in Mathematics as measured by the CAASPP.
- 50% of EL students will score at or above grade level in Reading/Early Literacy as measured by local Star Assessments. (District benchmark)
- 55% of EL students will score at or above grade level in Mathematics as measured by local Star Assessments. (District benchmark)
- 82% of students who are tested with the ELPAC will score at a level 3 or 4.

Identified Need

There is a need for an increase in designated ELD instruction (protected time for teaching and learning of EL students, usually through small group or individual instruction) and integrated ELD (language clarification and acquisition support) instruction for EL students. This need extends to increased professional development for teachers in this area. These efforts will continue the school's work toward diminishing the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Percent of students who have met or exceeded the standard as measured by CAASPP.	We are awaiting the final scores for the 2023 - 2024 CAASPP assessments. 2022 - 2023: - All ELL students scored an average of 25 points above the standard in Mathematics (grades 3-5; 22 students) - All ELL students scored an average of 47 points above the standard in ELA as	2024 - 2025: - 55% of EL and RFEP students will meet or exceed the standard in ELA as measured by CAASPP. - 55% of EL and RFEP students will meet or exceed the standard in Mathematics as measured by the CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	measured by the CAASPP. (grades 3-5; 22 students) • The overall percentage of EL students who met or exceeded the standard in Mathematics was 62% as measured by the summative CAASPP. (grades 3-5; 22 students) • The overall percentage of EL students who met or exceeded the standard in ELA was 48% as measured by the summative CAASPP. (grades 3-5; 22 students) • 62% of students tested with the ELPAC scored at a level 3 or 4. We are awaiting the final scores for the 2023 - 2024 Summative ELPAC.	
- Percent of students who have scored at or above grade level in Reading and Mathematics as measured by local Star Assessments. (District benchmark)	Spring 2024: • 35% of students in grades 2-5 who are English Learners scored at or above the 40th percentile on STAR Reading during the spring testing window • 79% of students in grades K-1 who are English Learners scored at or above the 40th percentile on STAR Early Literacy Reading Assessment during the spring testing window	2024 - 2025: • 55% of students in grades 2-5 who are English Learners scored at or above the 40th percentile on STAR Reading during the spring testing window • 80% of students in grades K-1 who are English Learners will score at or above the 40th percentile on STAR Early Literacy Reading Assessment during the spring testing window

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Star Early Literacy grades K - 1 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup: • American Indian or Alaska Native: Not available • Asian: 89% • White 84% • Latinx 63% • Black 33% Star Reading grades 1 - 5 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup: • Asian 92% • White 89% • American Indian or Alaska Native 100% • Black 70% • Latinx 65% Star Math Assessment: • 46% of students in grades 2-5 who are English Learners scored at or above the 40th percentile on STAR Math during the spring testing window (22 total students) • Star Math 2 - 5 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup: • American Indian or Alaska Native 100% • Asian 88%	• 60% of all EL and RFEP students in grades K - 5 will score at or above the benchmark as measured by the Spring Star Math Assessment. (District benchmark) • It is expected that as a result of the strategies in the plan, the percentage of students who score at or above grade level will increase for students in all subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• White 91% • Black 63% • Latinx 69%	
- Achievement levels measured by the ELPAC.	2023 - 2024: • We are awaiting the final scores for the 2023 - 2024 Summative ELPAC assessment. • 34 students were assessed with the Summative ELPAC.	2024 - 2025: • 82% of students who are tested with the ELPAC will score at a level 3 or 4.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide opportunities for EL identified students to participate in extended learning opportunities that foster greater English language acquisition, including offering a before and after-school targeted intervention class for EL students utilizing the Academic Vocabulary Toolkit program. Designated ELD will be incorporated into the daily instructional schedule per state law.

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

Amount(s)	Source(s)
3,000.00	District LCAP Funds 1000-1999: Certificated Personnel Salaries Teacher hourly rate for providing Academic Vocabulary Toolkit targeted intervention for EL students
	Provide two Lexia Lab IAs; funds allocated in Goal #1

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Incorporate integrated and designated instruction for EL students on a daily basis. Provide ongoing professional development in this area.

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

Amount(s)	Source(s)
2,000.00	District LCAP Funds 0001-0999: Unrestricted: Locally Defined Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap.
	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis.14 days at @ $268. The funding for this activity was allocated in Goal #1.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide Instructional Assistants to support teachers in delivering the instructional program. IAs will also support teachers in implementing designated instructional strategies in small groups for EL students throughout the day using District approved materials.

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

Amount(s)	Source(s)
	Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistants will be provided equitably to classroom teachers in grades TK - Grade 3 to assist with supplemental instruction under the supervision of highly qualified

	teachers. The funding for this activity was allocated in Goal #1.
2,000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Duplication of material that provide students with supplemental learning resources

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, Neurodiverse Students

Strategy/Activity

Provide personnel to support the academic and social/emotional needs of EL and neurodiverse students. This personnel includes the Literacy and Language Interventionist, Literacy Coach, and Special Education teachers. These educators will work with our EL students in language acquisition, reading and math strategies, and IEP goals.

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

Amount(s)	Source(s)
	District LCAP Funds 1000-1999: Certificated Personnel Salaries This position is funded by the District. This teacher serves 4th and 5th grade Long-Term English Learners (LTELs) as well as 2nd and 3rd grade EL and at-promise readers.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Classroom Observation by Administrators and Educators - Site administrators will conduct regular daily observations of the classrooms across grades to assess the efficacy of teaching practices and intervention strategies for EL students. These walkthroughs will also serve as a positive tool to gain information to share with educators as a support in the improvement of the instructional program.

Teachers will also be afforded an opportunity a couple of times per school year to observe their colleagues instruction and to collaborate on designing lessons. This practice is expected to benefit EL students by creating a cohesive instructional program which will include strategies for increasing language acquisition and developing language proficiency among the students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded None Specified Substitutes for this activity/strategy have been accounted for in Planned Improvement Goal #1.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Leadership Team and PLC Collaboration - The SLT will meet once per month after school and three times for a full-day to analyze and reflect on student data and collaborate on planning effective teaching strategies with a focus on EL student achievement. Additionally, grade-level teams may participate in four half-days of collaboration to engage in data reflection, planning, and lesson design and implementation with a focus on instruction that benefits all students including our EL student population.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Site Formula Funds 0001-0999: Unrestricted: Locally Defined PLC Meetings/Conferences. This funding was reflected in Goal #1 under SLT Professional Learning Needs.

Annual Review

SPSA Year Reviewed: 2023-24

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.

The strategies outlined in the 2023 - 2024 SPSA and SIP were implemented on time per internal goals and timelines. The implemented strategies were effective as measured by CAASPP and local

assessments. The data for our EL students suggests that the strategies implemented in the 2023-2024 school year were effective in increasing the percentage of students who met or exceeded the standard in ELA in the 2023 - 2024 school year. The data also suggests that staff need to continue to focus efforts on developing effective ELD strategies in both integrated and designated instruction. We are awaiting the final 2023 - 2024 CAASPP scores.

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

There were no major differences in the execution of our School Implementation Plan and the budget expenditures. Our strategies remained targeted to closing the achievement gap. The School Leadership Team and staff analyzed the effectiveness of our programs and strategies and with minor adjustments continued with them in the 2023 - 2024 school year. We will increase our efforts to increase proficiency of our EL students and will continue to work towards more reclassification.

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.

No major changes to the goal or funding for the 2024-2025 school year. The annual outcomes goals will be adjusted due to the results of the CAASPP assessments from the 2023 - 2024 school year of which we are still unavailable. Reporting for EL proficiency on the CAASPP has changed from the last year. The Spring 2024 Star data in Early Literacy and Reading and Mathematics helped to shape the current goals. A continued meaningful focus will be made on integrated and designated instruction for EL students and which will also benefit all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improvements in School Climate

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Goal 3

- 85% of 5th-grade students at Grant School will report feeling connected to their school as measured by state and/or locally created surveys.
- 90% of 5th-grade students at Grant School will report feeling safe at school as measured by state and/or locally created surveys.
- Chronically absent student rates will decline from 14% to 10% as reported on the A2A Attendance data.
- 89% of all students in grades 3-5 will report not having been "bullied in the past couple of months" as reported on the OLWEUS 2024-2025 Anti-bullying survey.

Identified Need

The staff and administration of Grant School have identified the need to implement effective and research-based programs that are focused on the social and emotional well-being of students. The pandemic has exacerbated deficits in the emotional foundation of our students. In addition, the previous assessment data indicates that, while Grant School's bullying reporting rate is far below the national average, a continued effort by the staff in reducing these rates would be beneficial to the students and the overall climate of the school. In addition, the Grant School staff has identified a need for students to engage in a research-based social/emotional development program to reduce conflict, foster greater empathy for others, and develop self-reflection strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who have indicated they feel safe and supported at school (California Healthy Kids Survey, Grade 5)	2023-2024: California Healthy Kids Survey Grade 5: • Student School Connectedness: Goal: 85% (actual 85%) - (*Average reporting "Yes, most of the time" or "Yes, all of the time") • Students feeling safe at school: Goal: 90% (actual 97%) - (*Average reporting	2024 - 2025: California Healthy Kids Survey Grade 5: Student School Connectedness: 87%; Students feeling safe at school: 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	"Yes, most of the time" or "Yes, all of the time")	
- Chronic absenteeism percentages (A2A Attendance Data - All grades)	A2A Attendance Data: All grades: Chronically Absent Rates: • 2023-2024: 14% (May 2024)	A2A Attendance Data: All grades: Chronically Absent Rates: 2024 - 2025: 10%
- Percentage of students who have reported being "bullied" (OLWEUS Anti-bullying survey data Grades 3 - 5)	2023 - 2024 OLWEUS Survey Grades 3-5: • 89% of all students in grades 3-5 will report not having been "bullied in the past couple of months". (actual 67%; sample size = 252 students)	OLWEUS 2024-2025 Anti-bullying percentages: 80% of all students in grades 3 - 5 will report not having been "bullied in the past couple of months".

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grant School Staff will:

- implement a school-wide bully-free program and character development programs OLWEUS, Character Counts, Responsive Classroom, Mindfulness, Second Step, Social Justice Standards, and Restorative Justice practices.

- charge its Social/Emotional Learning/OLWEUS staff committee to engage in full-day training focused on the foundations and strategies providing meaningful SEL and then will extend that training to the entire staff which will include teachers, Instructional Assistants, Paraprofessionals, Office Staff, Administrators, Campus Monitors, and Parents.

- continue training all staff in Social Justice Standards and Restorative Justice training for utilizing district-provided specialists. All staff have been trained in Restorative Justice as of March 2024.

- provide anti-bias/anti-racist lessons for students and use a critical lens in all subject areas. For example, notice any bias from an author, notice who is left out, and notice how one culture, gender, or race is represented.

- charge its Diversity, Equity, and Inclusion staff and PTA committees to arrange for training focused on creating a culture of acceptance, tolerance, empathy, and acceptance and then will extend that training to the entire staff which will include Instructional Assistants, Paraprofessionals, Office Staff, Administrators, Campus Monitors, and Parents.

Additionally:

- Grant teachers have had professional learning in the Social Justice Standards and have included strategies in the School Implementation Plan (SIP) focusing on the "Identity" domain as an initial foray into this area.

and

- All Grant Staff have engaged in multi-day training in Restorative Justice practices. Additional staff will participate in this training with the goal of reducing the number of student peer conflicts, instilling greater empathy in each student, and building strong classroom and schoolwide communities.

- provide all students with off-campus learning opportunities. These experiences will expose all students to enriching information and provide context and meaning across all curricular areas. Additionally, staff will identify culturally relevant locations and topics based on students' heritage, and local and national history, and will ensure state standards are considered.

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

Amount(s)	Source(s)
	Site Formula Funds 0001-0999: Unrestricted: Locally Defined Olweus assemblies and materials to support school expectations. Funds allocated in Goal #1
	Lottery: Instructional Materials 4000-4999: Books And Supplies Students and staff will be provided with supplemental materials focused on Social Justice and culturally responsive practices. Integrate culturally relevant literature and curriculum across all content areas. Funding allocated in Goal #1.
4,900.00	Site Formula Funds

	1000-1999: Certificated Personnel Salaries District-provided Extra Duty Units for Certificated teachers who coordinate and lead supplemental activities for students in the areas of outdoor science camp, student council, and Math Olympiad.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Specifically Identified Students

Strategy/Activity

Counseling services provided by local agencies. Students will qualify for this intervention through referrals from parents, teachers, and the school psychologist. Students are seen individually by a counselor usually once per week and for an amount of time determined by the counselor/agency. The focus of the counseling varies from child to child.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

	None Specified St. Johns Health Center and other agencies to provide counseling to students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Responsive Classroom Training for Teachers and Staff. Responsive Classroom practices are a student-centered, social, and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. Responsive Classroom strategies help foster a positive culture in the classroom and work to instill in students empathy for one another, a greater self-awareness, and methods for students to draw from to solve conflicts among themselves.

- A portion of the teaching staff attended a 4-day intensive training in Responsive Classroom in August 2019. Additional staff, including support staff, were offered less advanced training throughout subsequent school years. All classes are implementing RC strategies such as morning and afternoon student meetings, interactive modeling, and icebreakers to create connections among students and foster a positive and collaborative community in

the classroom. All support staff have been engaged in SEL training over the last two school years.

- Additional Social/Emotional Learning professional learning and development opportunities for all staff are budgeted and will be identified within the current school year.

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

Amount(s)	Source(s)
	District LCAP Funds 0000: Unrestricted Responsive Classroom and other SEL programs professional development for teachers and support staff. Funds allocated in Goal #1.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Assemblies will be provided to all students for Black History Month, Hispanic Heritage Month, and Multicultural Heritage Month, and will continue to be exposed to various cultures with a focus on music, dance, history, and food.

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

Amount(s)	Source(s)
5,500.00	Parent-Teacher Association (PTA) None Specified Student Assemblies and Incentives

Annual Review

SPSA Year Reviewed: 2023-24

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.

Our goals for 2024-2025 will be based on this data.

The strategies outlined in the 2023-2024 SPSA and SIP were implemented on time per internal goals and timelines.

The OLWEUS anti-bullying survey data suggest that, overall, the strategies of the program were slightly less effective with students in grades 3, 4, and 5 in the 2023-2024 than in the 2022-2023 school year. The results from the 2023-2024 survey are as follows:

- Number of students completing the survey = 252 (122 girls; 130 boys)

- 22% of 3rd-grade female students reported that they had been "bullied" 1-2 in the past couple of months. (-1%) decrease since the last survey.

- 3% of 3rd-grade female students reported that they had been "bullied" 2-3 times per month. (-12%) decrease since the last survey.

- 15% of 3rd-grade male students reported that they had been "bullied" 1-2 in the past couple of months. (-9%) decrease since the last survey.

- 0% of 3rd-grade male students reported that they had been "bullied" 2-3 times per month. (-8%) decrease since the last survey.

- 14% of 4th-grade female students reported that they had been "bullied" 1-2 in the past couple of months. (-12%) decrease since the last survey.

- 6% of 4th-grade female students reported that they had been "bullied" 2-3 times per month. (-18%)

- 21% of 4th-grade male students reported that they had been "bullied" 1-2 in the past couple of months. (-2%) decrease since the last survey.

- 9% of 4th-grade male students reported that they had been "bullied" 2-3 times per month. (-18%)

- 17% of 5th-grade male students reported that they had been "bullied" 1-2 in the past couple of months. (-4%) decrease since the last survey.

- 7% of 5th-grade male students reported that they had been "bullied" 2-3 times per month. (-11%)

- 1% of all boys and girls in grade 3 reported having been "bullied" 2-3 times per month. (-10%)

- 8% of all boys and girls in grade 4 reported having been "bullied" 2-3 times per month. (+4%)

- 67% of female students in grades 3, 4, and 5 reported they had not been "bullied" in the past couple of months (Q4). (-16%)

- 69% of male students in grades 3, 4, and 5 reported they had not been "bullied" in the past couple of months (Q4). (-18%)

- 68% of female and male students in grades 3, 4, and 5 reported they had not been "bullied" in the past couple of months (Q4). (-17%)

Attendance Data:

- Grant School's Chronically Absent student rate decreased in the 2023-2024 school year to approximately 14% (as of May 2024). Grant's historical chronic absentee data was 4.2 before the pandemic.

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

There were no major differences in the execution of our School Implementation Plan and the planned budget expenditures. Our strategies remained targeted at closing the achievement gap and creating a learning environment where all students felt connected and safe. The School Leadership Team and staff analyzed the effectiveness of our programs and strategies and with minor adjustments continued with them in the 2023 - 2024 school year. The Grant Staff will continue implementing these strategies to create a safe, caring, and engaging learning environment for our students. We will focus on anti-bullying education and community awareness.

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.

No major changes to the goal or funding for the 2024-2025 school year. The annual outcomes goals are being adjusted due to the results of the various surveys administered to members of the Grant School community in the 2023 - 2024 school year.

Grant School staff will:
- continue to focus on school climate, which includes increased parent involvement, student attendance, and the need for fewer behavioral interventions.
- continue to monitor chronically absent students. This rate will improve by 4%. The goal for 2024-2025 will be 10%.
- continue to meet with families to provide strategies for improved attendance through the SART/SARB processes, as necessary.
- continue to fund and support Responsive Classroom training for teachers and support staff.
- continue to arrange and support Social Justice Standards and Restorative Justice training utilizing district-provided specialists and other resources.

Grant teachers will:
- implement effective positive behavior and academic strategies, and interventions based on student needs as measured by data analysis and observations. Teachers will engage in professional learning focused on this area.

- continue to create safe, engaging, and connected classroom environments for our students.
- provide lessons in Diversity, Equity, and Inclusion for students (for example: Use a critical lens in all subject areas. Notice any bias from an author, notice who is left out, notice how one culture, gender, or race is represented.)

Grant students will:
- participate in positive intervention programs focused on academics, behavior, social justice, mindfulness, and restorative practices.
- commit to engaging in the learning process each day.
- report feeling safe at school and connected to their school community.
- report any acts of bullying to an adult at home and an adult at school.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$379,835.00

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
American Book Drive	$800.00
District Funded	$4,000.00
District LCAP Funds	$24,000.00
Lottery: Instructional Materials	$17,000.00
Parent-Teacher Association (PTA)	$79,900.00
Site Formula Funds	$254,135.00

Subtotal of state or local funds included for this school: $379,835.00

Total of federal, state, and/or local funds for this school: $379,835.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,105.72	305.72

Site Formula Funds		
Stretch Grant (SMMEF)		
Lottery: Instructional Materials		

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

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Christian Fuhrer	Principal
Rachel Mauck	Classroom Teacher
Heather Subin	Classroom Teacher
Florencia Rams	Other School Staff
Daniel Wheeler	Other School Staff
Ayinde Alakoye	Parent or Community Member
Erin Bitar	Parent or Community Member
Costa Bargeliotes	Parent or Community Member
Laura Kachergus	Parent or Community Member
Aimee Koeplin	Parent or Community Member
Amanda Robertson	

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: School Leadership Team (SLT) - Christian Fuhrer

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:

	Principal, Mr. Christian Fuhrer on May 20, 2024
	SSC Chairperson, Christian Fuhrer, SSC Chair on May 20, 2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/

Developed by the California Department of Education, January 2019

Santa Monica-Malibu Unified School District

Educational Services Department

Grant Elementary School

PARENT AND FAMILY ENGAGEMENT POLICY

Grant Elementary School has developed a written parent and family engagement policy with input from parents.

The school developed the policy with parent input. Input was collected at spring meetings of English Learner Advisory Council (ELAC), and School Site Council (SSC), to develop the plan for the upcoming school year. The draft Policy and Compact are also shared to the school community via the Principal's Weekly Newsletter and posted on the website, and parents are provided with the opportunity to email input to the principal prior to its adoption. The plan is adopted by the SSC as part of the annual SPSA adoption process.

It has distributed the policy to all parents and guardians.

The policy will be distributed each fall in the first-day packet (posted on the website and hardcopies provided upon request) with other important back-to-school documents. It is also posted for ongoing viewing on the website, and available in the school office.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- Parent rights are discussed at Back to School Night in September each year as well as the first School Site Council of each year.
- The meetings are advertised on the school and District website, and in the weekly school newsletter.
- Information about parent involvement opportunities and school programs is shared at PTA, ELAC, SSC and other committee meetings, as well as in the weekly parent newsletter, and on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Grant School offers parent and committee meetings in the mornings, during the school day, and in the evenings. Meetings for each committee are also alternated between these times.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- The school invites parents to all meetings of the PTA, SSC, ELAC, DEI, and Grant special education resource group.
- The school shares the draft compact and policy on the website and via electronic newsletter so that families may review the document at their convenience and email their input to the principal.
- The school invites and encourages parents to be involved in school engagement opportunities such as ELAC, Special Ed Resource Group, PTA Executive Board, PTA, DEI Committee, Campus Beautification Committee, multicultural committees, and other event committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision-making councils and advisory committees, as well as district-level advisory committees, to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.
- Several school climate surveys are offered to parents and the data is reviewed by the school and district.

The school provides parents of students with timely information about the schools programs.   How does the school provide the information?

- Programs are shared in multiple ways including the school website, district website, the weekly school electronic newsletter, emails/phone messages/texts, social media, flyers, postings out in front of the school, Room Parent communications, teacher communications, school events, committee and council meetings, and the SPSA which is available in the main office.
- The full School/Home Communication menu is posted on the website and distributed to parents and discussed at Back to School Night so families are aware of how information is shared by the school.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and Spring Report Cards
- Annual ELPAC and EL reclassification reports
- Letters with student assessment scores mailed home in Fall, Spring, and Winter.
- Schoolwide data and information shared at ELAC, SSC, PTA, and other meetings.
- Resources, letters, and flyers shared on the school and district website, electronically distributed, and sent home.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Parent/Teacher Conferences each Fall and ongoing as needed
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.
- Direct phone communication by administration and teachers to parents and guardians

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The SMMUSD and School Code of Conduct/Civility Policy based on board policy and Ed Code is posted in the office, on the website, and in the school handbook.
- Input for the Compact is done in conjunction with this policy. Parents provide input at the annual meeting as described in this document.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. Grant has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parent/Teacher Conferences each Fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in Fall, Spring, and Winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Parent workshops and trainings
- Family events such as Family Math Night, World Cultures Festival, and the annual STEAM Expo
- English Learner reclassification meetings in the Winter and Spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Parent workshops and trainings
- Resources shared by the school via email and weekly message blasts
- Information shared at Parent/Teacher conferences, events like Back-to-School Night, and parent group meetings (such as ELAC and Special Ed Resource Group)
- Decision-making and advisory group trainings, conferences, and events.
- Posting resources on the website (workshop materials, parent guides/newsletters, at-home learning materials, and digital resources) for families to access remotely.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coaches, Counselors, School Psychologist
- Weekly staff bulletin

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Annual workshops and trainings such as Restorative Justice parent/caregiver training, Reflective Parenting Workshop, Smartphone Townhall, and Responsible Social Media use
- Advertisement and promotion of parent committees like ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- All postings on the website are viewable in numerous languages via a translation app.

- The weekly parent newsletter utilizes the Smore platform that allows for translation into numerous languages
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however, Grant offers oral Spanish translation at meetings, such as parent education seminars and IEP meetings, and translators of other languages are available as needed upon request.

The school provides support for parental involvement activities requested by parents.

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Grant Elementary School on May 20, 2024 and will be in effect for the period of 1 year (May 19, 2025).

The school will distribute the policy to all parents of students on, or before: August 22, 2024.

Name of Authorized Official: Christian Fuhrer

Signature of Authorized Official here: Date Approved: May 20, 2024

Christian Fuhrer

Santa Monica-Malibu Unified School District

Educational Services Department

Grant Elementary School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024 - 2025

Grant Elementary School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- This compact is posted on the website, available in the office, and shared annually with the first-day packet which is provided digitally and hardcopy available upon request.
- This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.
- The compact is updated annually each spring along with the Family Engagement Policy. Input from parents is given at the first School Site Council meeting of the school year.
- The meeting is advertised to all families on the website and in the weekly school newsletter. The Bilingual Community Liaison directly emails and/or calls families on behalf of the principal to invite them to attend the annual meeting to give input.
- The compact is reviewed and adopted by the SSC in conjunction with the SPSA.
- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The school invites and encourages parents to be involved in school engagement opportunities such as ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, Multicultural and DEI, and event committees. These meetings and group events are advertised throughout the school year.

- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the School Parent Compact so that it reflects the needs of all families.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and Spring Report Cards
- Annual CELDT, ELPAC, and EL reports
- Letters with student assessment scores mailed home in Fall, Spring, and Winter.
- Schoolwide data and information shared at ELAC, SSC, PTA, and other meetings.
- Resources, letters, and flyers shared on the school and district website, digitally distributed, and physically sent home.
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, Parent Education Seminars, and written communications
- Advertisement and promotion of parent committees like ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to the school.
- Resources, letters, and flyers shared on the school and district website, digitally distributed, and physically sent home.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coaches, Counselors, and the School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- The school invites and encourages parents to be involved in school engagement opportunities such as ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, STEAM Expo, DEI and Multicultural, and event committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision-making councils and advisory committees, as well as district-level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. Grant has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).
- Programs are shared in multiple ways including the school website, district website, the weekly school newsletter, emails/phone messages/texts, social media, flyers, postings out in front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.
- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- The compact is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- The Bilingual Community Liaison provides support to families.
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however Grant School offers oral Spanish translation at meetings and translators of other languages are available as needed and upon request.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, Parent Education Seminars, and written communications
- Advertisement and promotion of parent committees like ELAC, Special Ed Resource Group, SSC, ELAC, DEI, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to the school.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families.
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthening welcoming environments, providing notifications in a timely manner, using a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the Grant Elementary School on May 20, 2024, and will be in effect for the period of 1 year (May 19, 2025).

The school will distribute the Compact to all parents and family members of students participating on, or before:August 21, 2024.
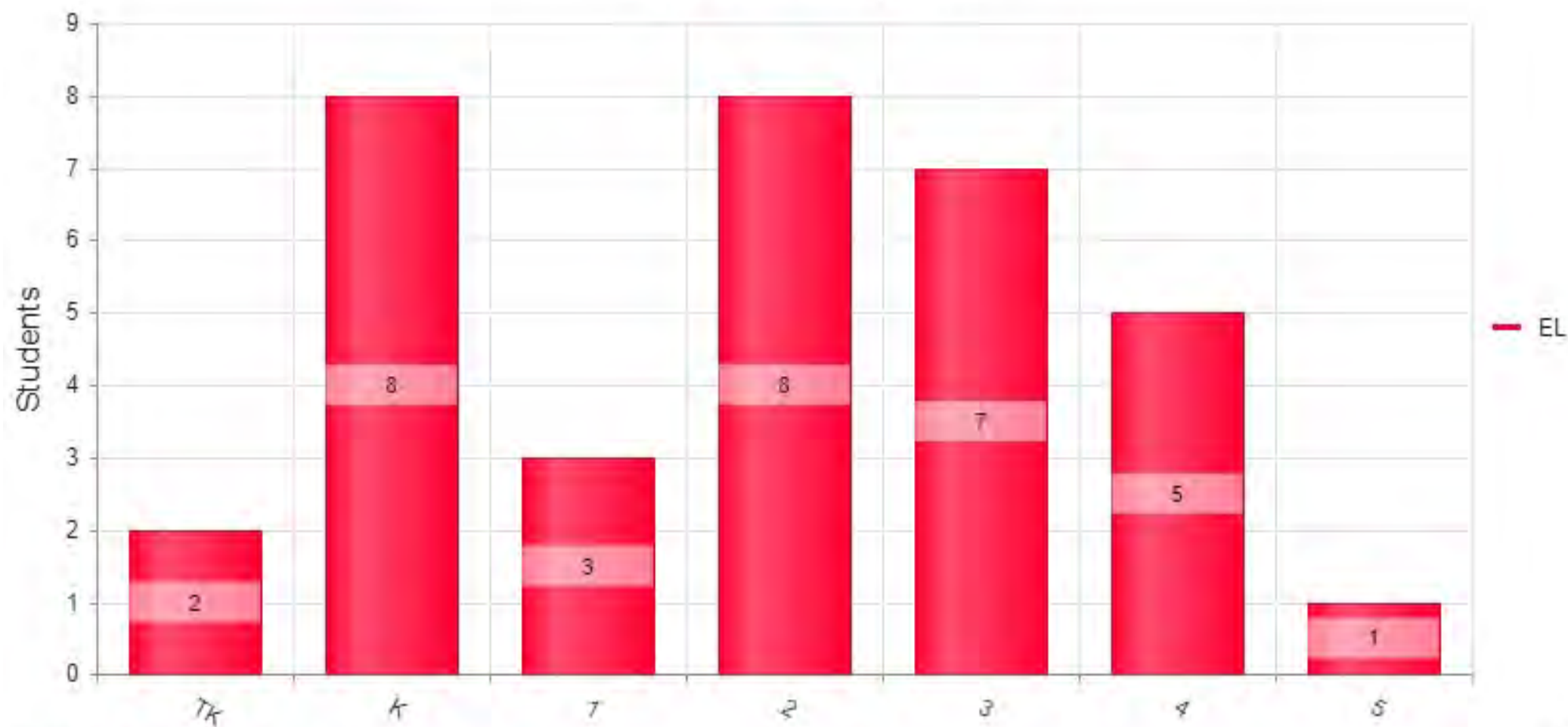
Name of Authorized Official: Christian Fuhrer
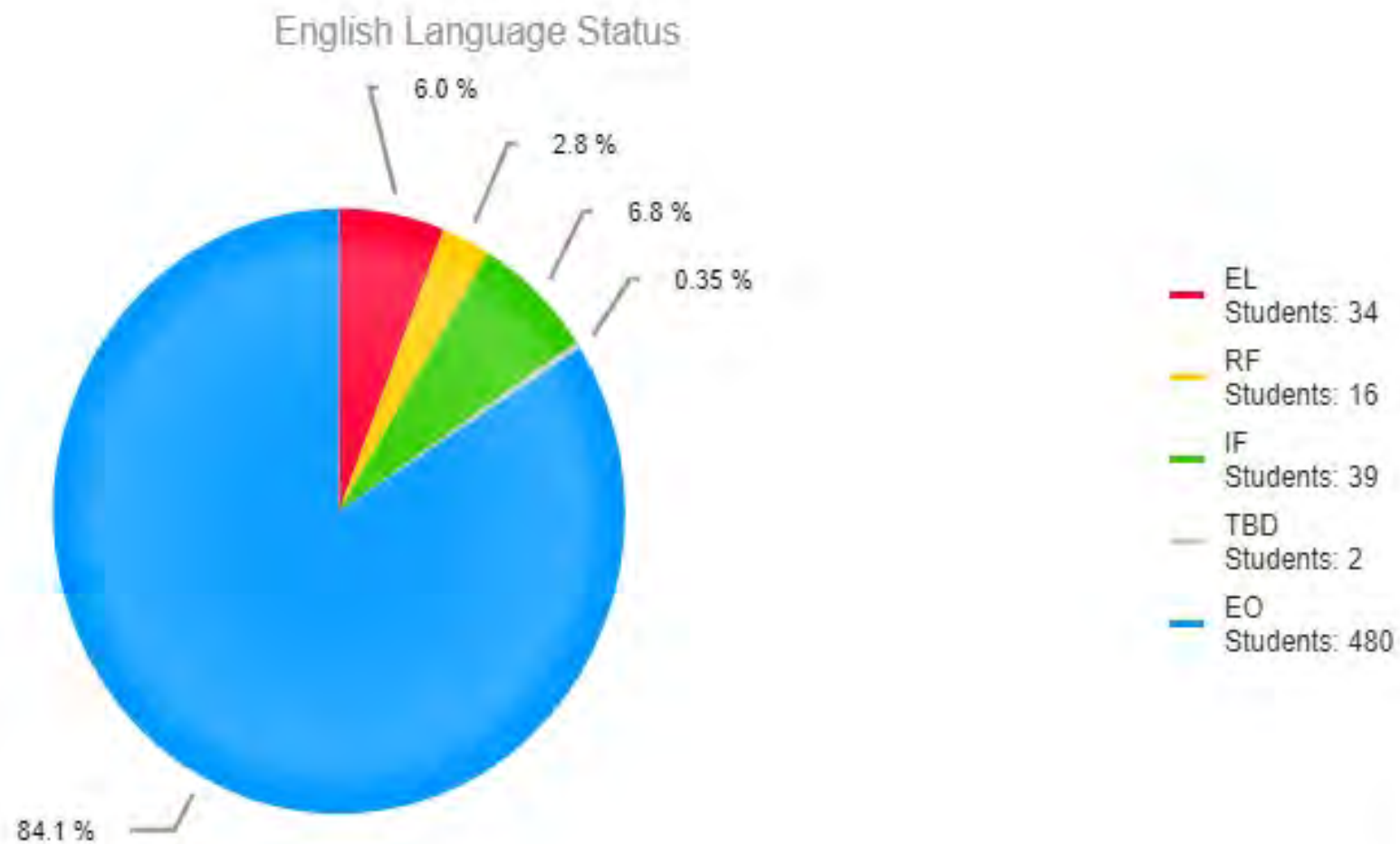
Signature of Authorized Official here: Date Approved: May 20, 2024
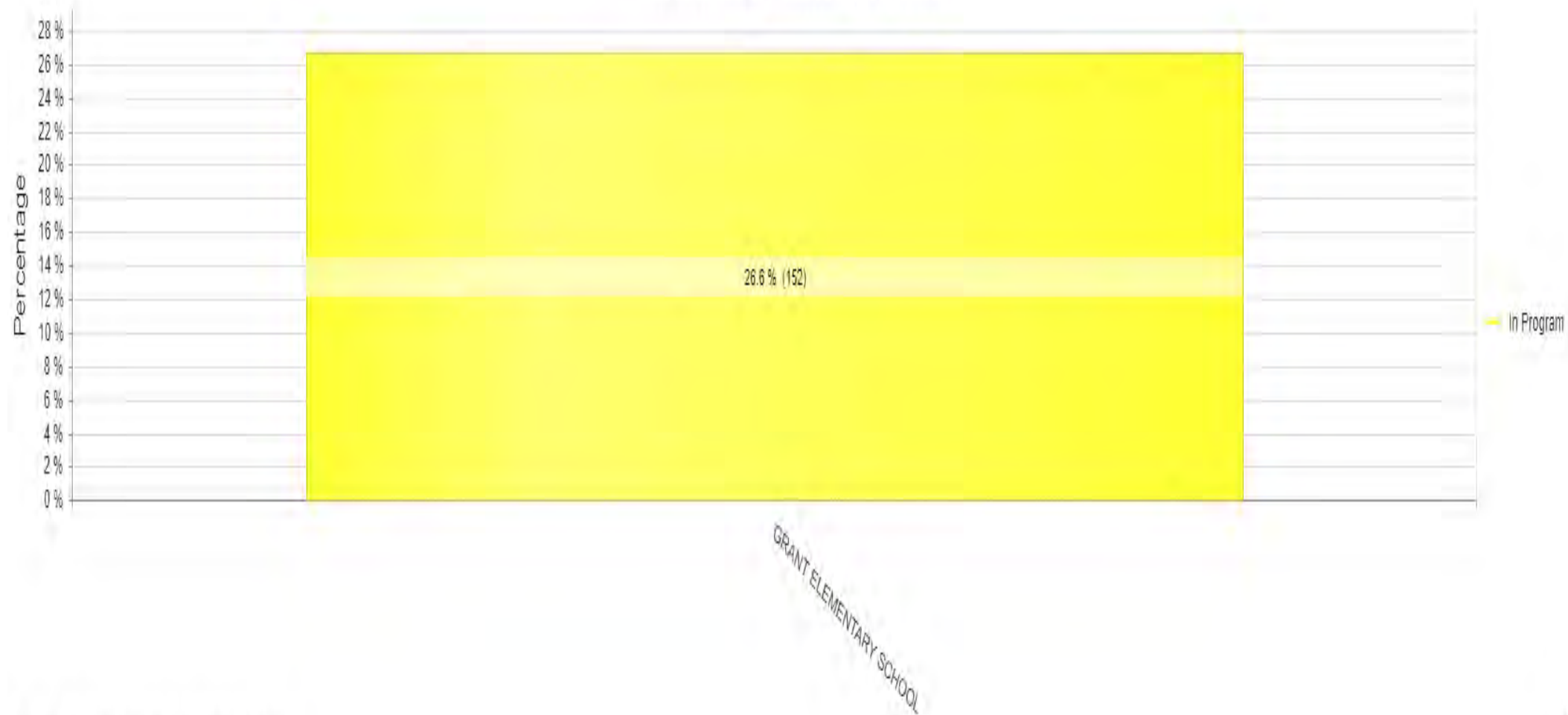
christian Fuhrer

English Learners by Grade

Schools: GRANT ELEMENTARY SCHOOL
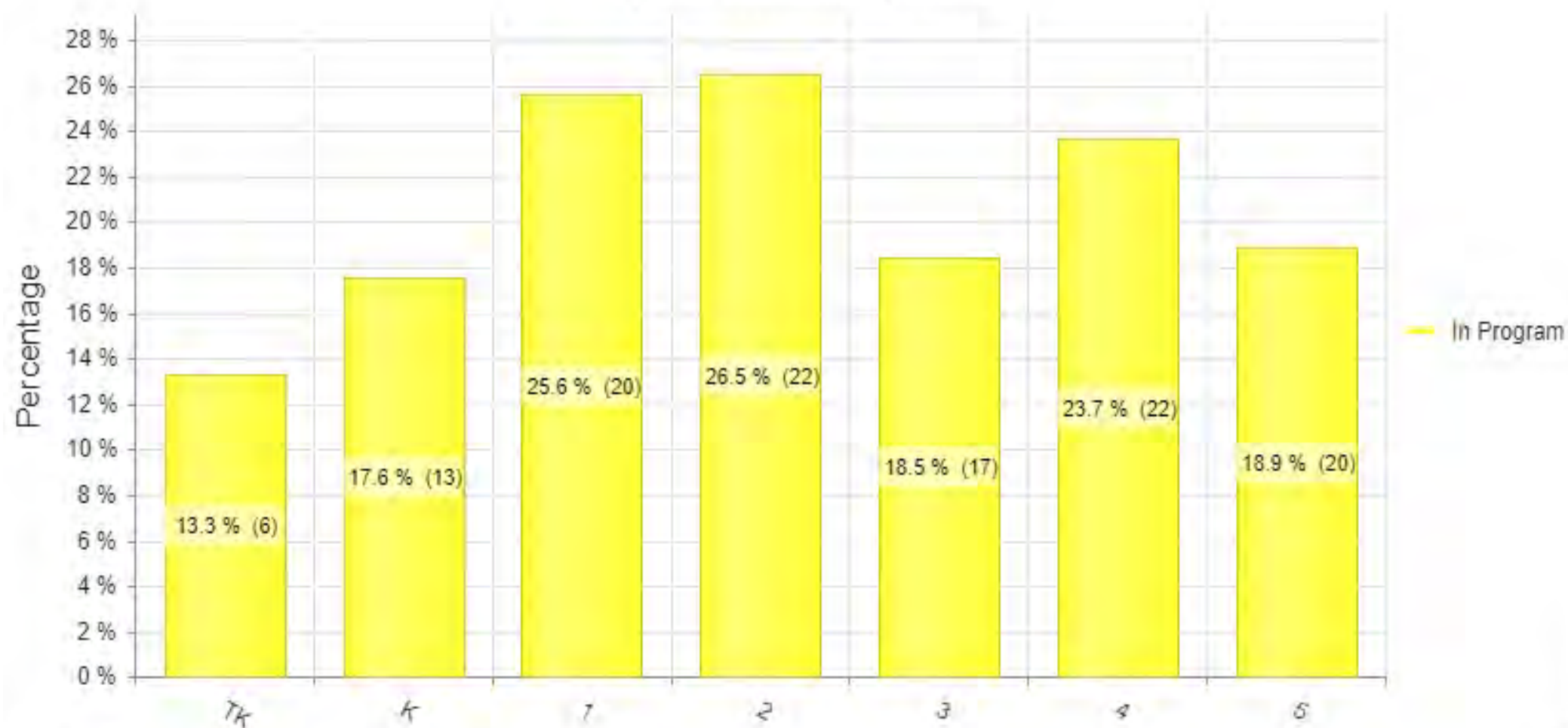
English Language Status

6.0 %

2.8 %

6.8 %

0.35 %

84.1 %

EL
Students: 34

RF
Students: 16

IF
Students: 39

TBD
Students: 2

EO
Students: 480

Schools: GRANT ELEMENTARY SCHOOL
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Socio-Economically Disadvantaged by School

Percentage

28 %	
26 %	
24 %	
22 %	
20 %	
18 %	
16 %	
14 %	26.6 % (152)
12 %	
10 %	— In Program
8 %	
6 %	
4 %	
2 %	
0 %	

GRANT ELEMENTARY SCHOOL

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Special Education by Grade

Chart: "Special Education by Grade" — bar chart showing percentage (y-axis, 0% to 28%) by grade (x-axis).

- TK: 13.3 % (6)
- K: 17.6 % (13)
- 1: 25.6 % (20)
- 2: 26.5 % (22)
- 3: 18.5 % (17)
- 4: 23.7 % (22)
- 5: 18.9 % (20)

Legend: In Program

Schools: GRANT ELEMENTARY SCHOOL

Special Education by School

Percentage (y-axis)

- 22 %
- 20 %
- 18 %
- 16 %
- 14 %
- 12 %
- 10 %
- 8 %
- 6 %
- 4 %
- 2 %
- 0 %

21.0 % (120)

— In Program

GRANT ELEMENTARY SCHOOL

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Graph 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4)
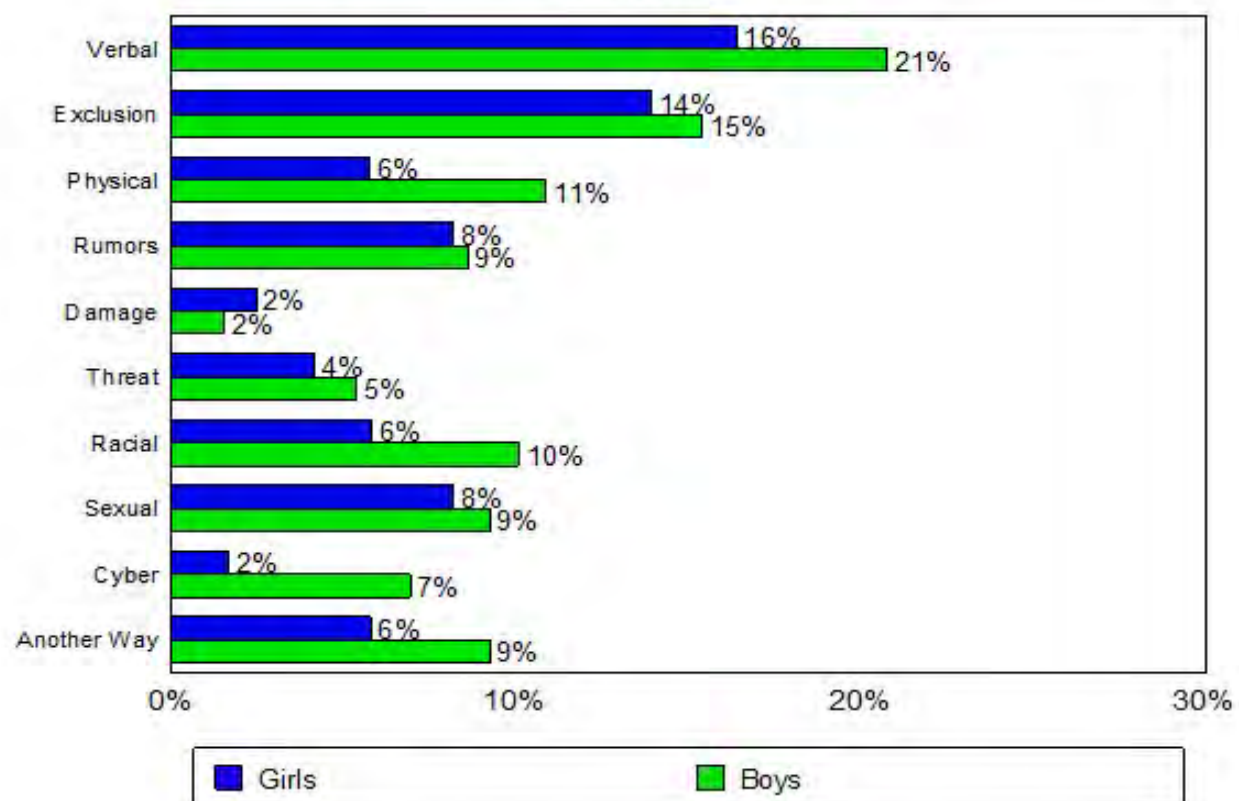
Graph 10a. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places
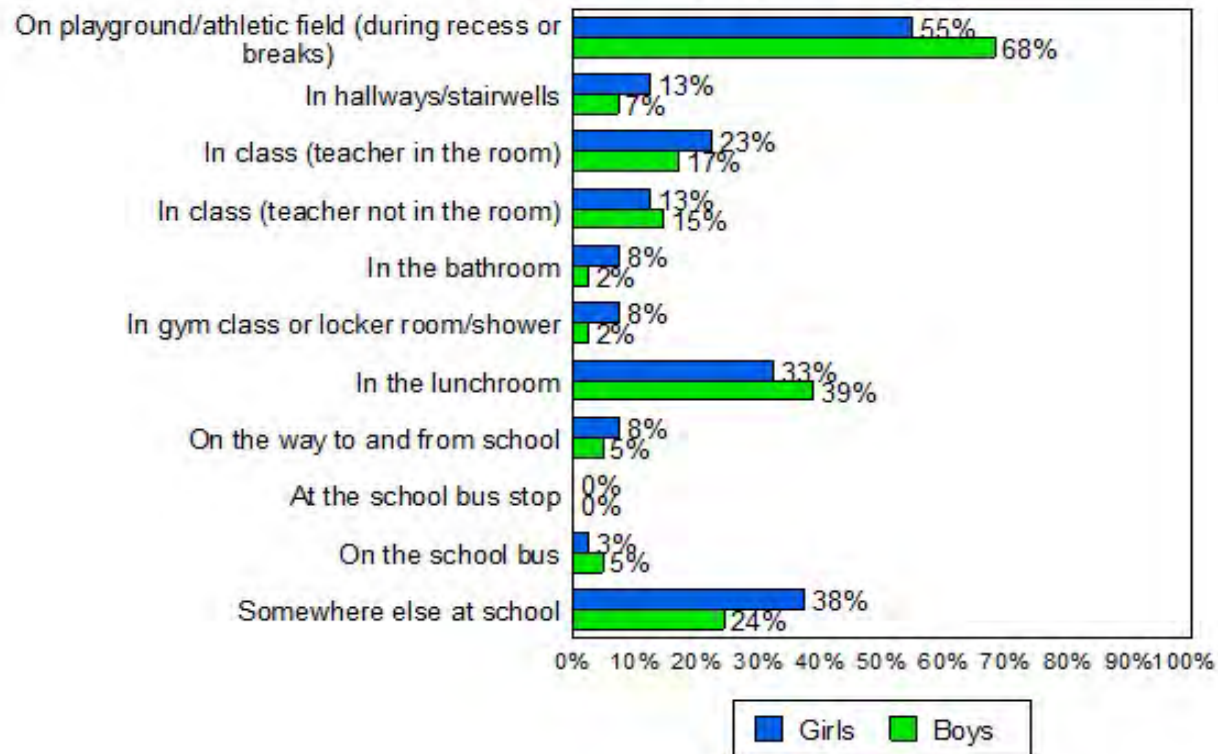
Graph 1b. Number of surveys completed by gender

Girls	122	48.4%
Boys	130	51.6%
Total:	252	100.0%
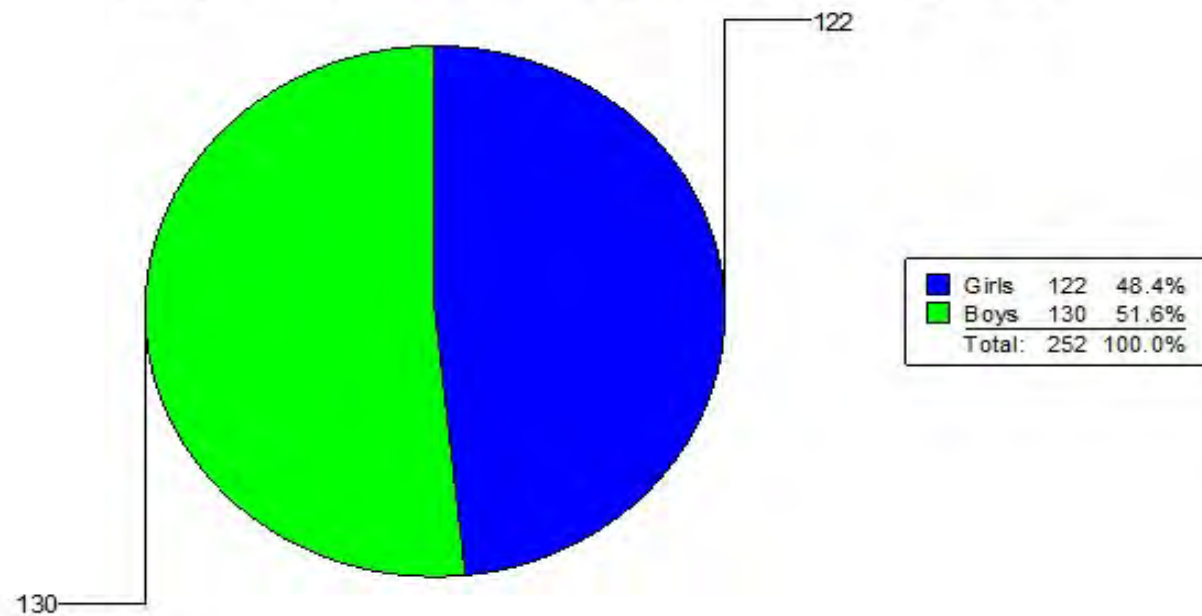
Graph 12. Percentage of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?
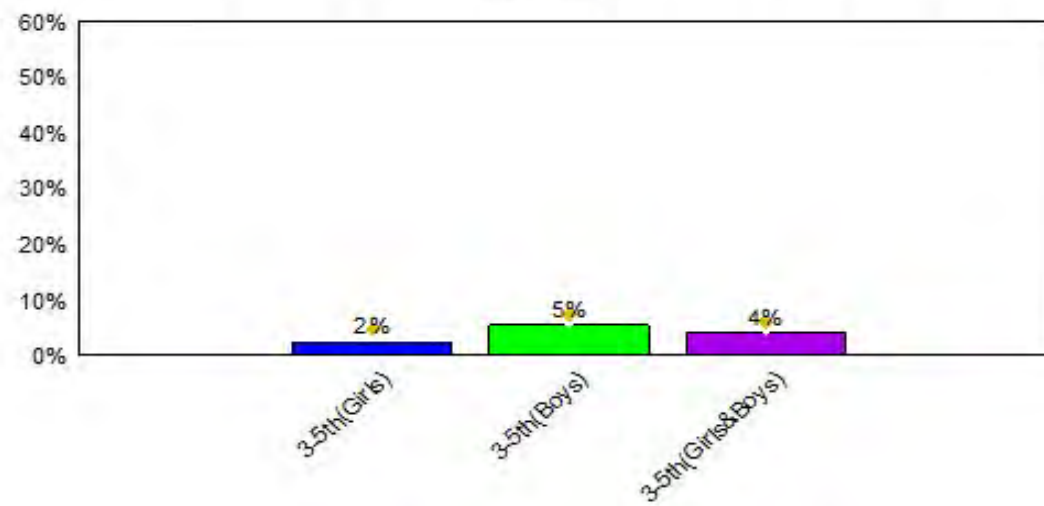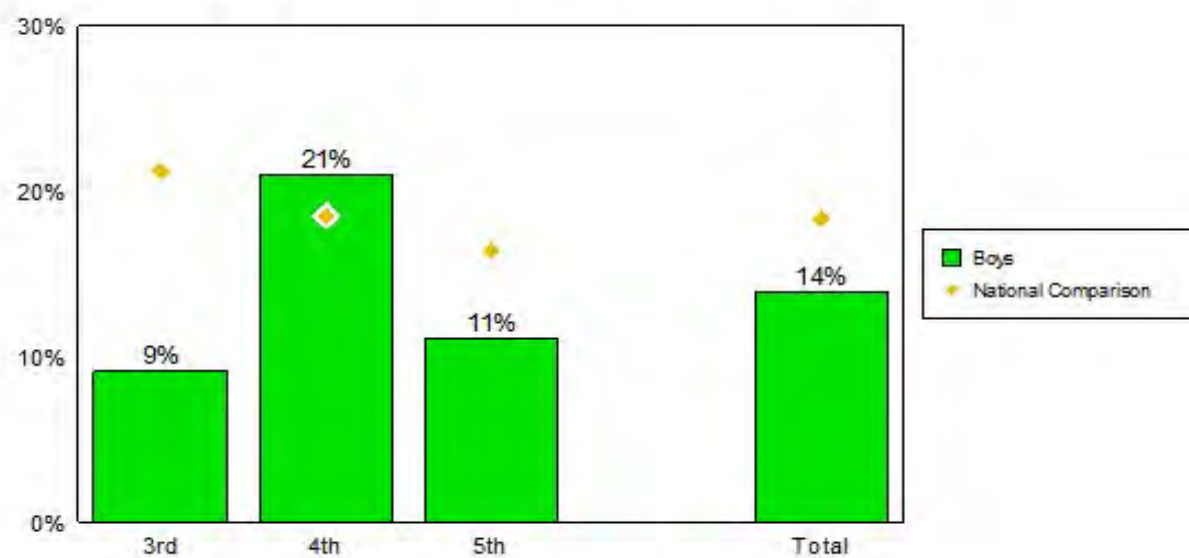
Graph 1a. Number of girls and boys responding by grade
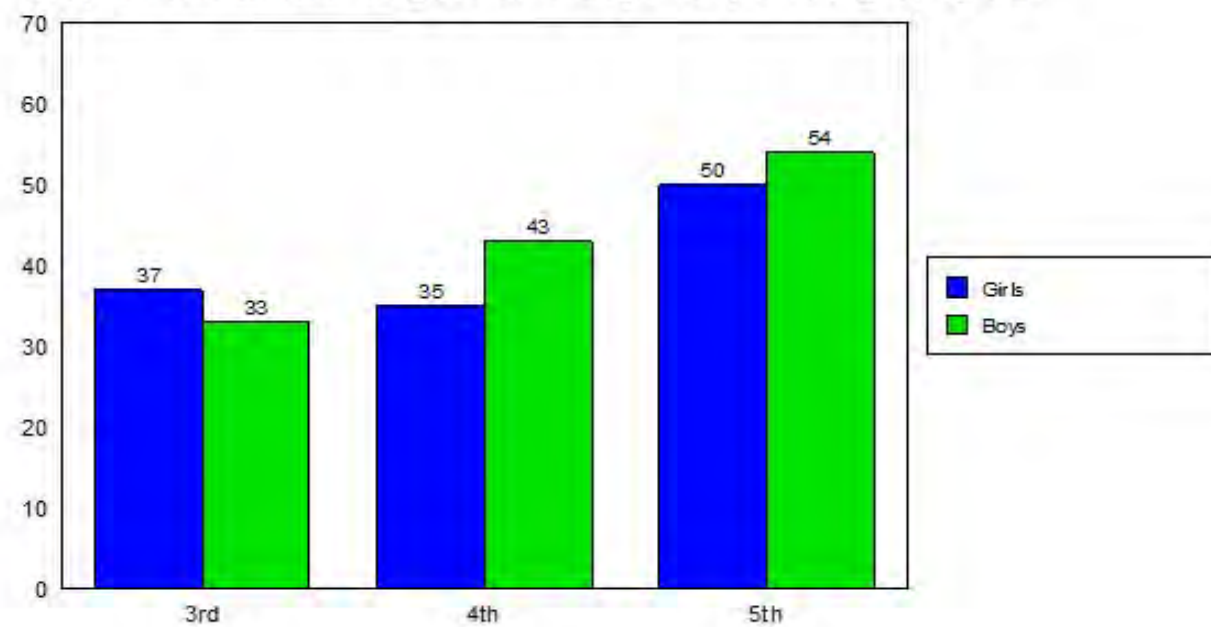
Graph 3a. Percentage of girls who have been bullied "2-3 times a month" or more (Q4 dichotomized)
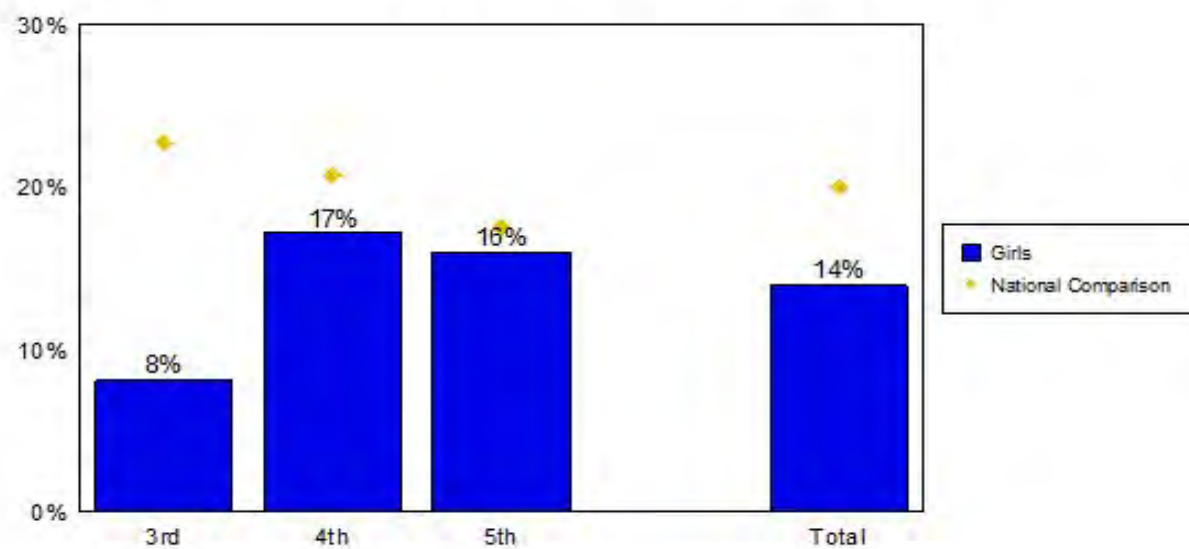
Graph 3b. Percentage of boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)

Graph 13. Empathy with victims. Percentage of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?
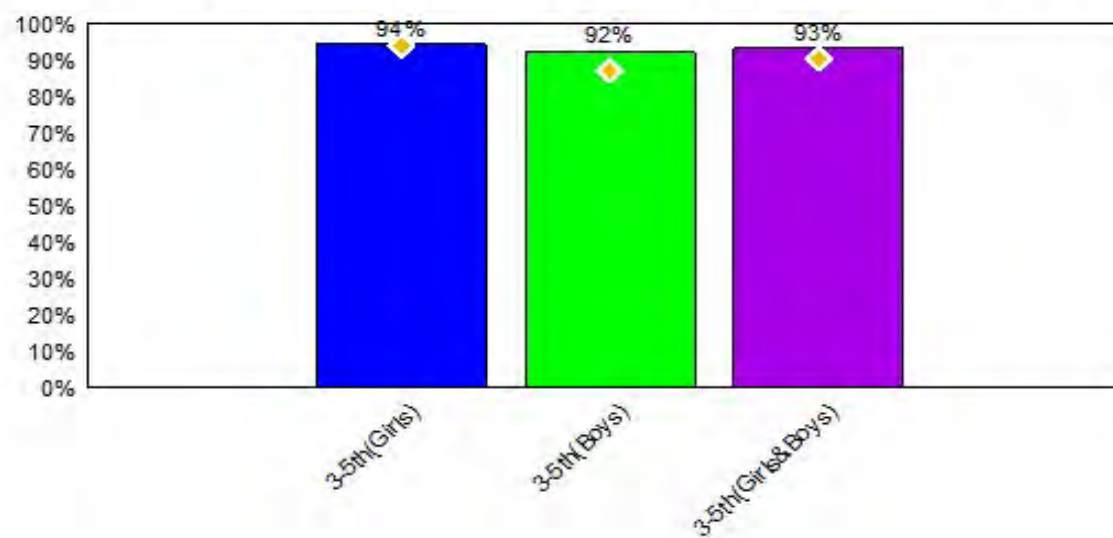
Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying