

School Year:

2020-21



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name

Granite Hill Elementary School

Address

9371 Granite Hill Drive
Jurupa Valley, CA 92509-1024

County-District-School (CDS) Code

33-67090-6110548

Principal

Tammy Patterson

District Name

Jurupa Unified School District

SPSA Revision Date

May 21, 2020

Schoolsite Council (SSC) Approval Date

May 21, 2020

Local Board Approval Date

June 22, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission/ Vision Statement

The Granite Hill Elementary School Team is committed to providing a positive safe learning environment where each individual can achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by a structured and consistent school-wide program. Granite Hill has adopted AVID foundation skills to support the commitment to prepare all students for college and career ambitions. Students and parents are encouraged to partner with the school to support setting goals, providing resources and trainings for various career options, and workshops on college preparedness to further inform individuals about choices available.

Students at Granite Hill Elementary School are expected to meet or exceed California State Standards at each grade level and to demonstrate mastery as reflected on both formative and summative assessments including JUSD Units of Study (based on CA standards) post tests. The staff at Granite Hill strives to support student achievement in a variety of ways. Using research-based teaching strategies, students receive instruction designed to develop critical thinking and conceptual understanding in all content areas. Grade level teams utilize professional learning (impact teams) communities to analyze data and inform instructional practices. Students are involved in the process and have an integral part of the formative assessment process.

School Profile

Describe The students and community and how school serves them.

The Story

Our program reflects our school mission statement (ASTROS SOAR): Show respect, take Ownership, Act Safely, and are Responsible.

The professionally trained staff is committed to meeting the learning needs of every student at our school. They strive to provide a differentiated learning environment that is responsive to students' levels of academics, interests and learning preferences. We believe in our school motto, Granite Hill - where learning never stops! The Granite Hill SPSA is aligned with the JUSD focus areas of the Local Control Accountability Plan (LCAP): College and Career Readiness; Safe, Orderly, and Inviting Learning Environment; and Student and Community Engagement.

Granite Hill is a school-wide Title I School located in an unincorporated area of western Riverside County. The Jurupa Unified School District serves approximately 20,000 students in grades TK-12th grade. Granite Hill opened in 1992, as the fourteenth of seventeen elementary schools in the Jurupa Unified School District. To keep our campus safe, clean, and orderly, we have six activity supervisors, two crossing guards, and two custodians. PBIS/SEL strategies have been implemented school-wide to explicitly teach students skills needed to be productive citizens.

Granite Hill's enrollment is approximately 450 students, ranging from Transitional Kindergarten to Sixth-grade. GATE students are typically identified in 2nd grade and are serviced in grades 3-6. Students receiving special education services were served by a resource specialist, a speech/language pathologist, and two 3 hour Instructional Aides. Currently, JUSD will be transitioning to an inclusion model and Granite Hill will be supporting Special Education students by within the classroom and providing all students with access to the core curriculum. We also have three Bilingual Tutors to assist our English Learners, a part time nurse, and a school psychologist. Mental health therapists and interns from various agencies provide counseling services based upon referrals made by staff or parents. Currently, there are 44.8% students that have been identified as socio-economically disadvantaged, .07% receiving special education services, and 31% identified as English Learners. EL learners are being reclassified as English proficient at a rate of 11% per year. Granite Hill has a 96.16% attendance rate. Incentives are provided to encourage students to attend class on time every day. Class sizes currently average 24students for TK-3 grades and 29 for grades 4-6.

Two full time Intervention Teachers assist students who are struggling readers. One is designated for Primary Intervention using DIBELS data, and the other provides push in support to our upper grade classrooms focusing on guided reading and Istation data. The school library is available to students and parents to check out materials and receive support with technological tools. To boost technology skills and prepare students for state assessments, all 2nd - 6th grades have been provided a Chromebook with embedded instructional programs to support learning. TK-1 grade have Chromebooks available within the classroom setting for instructional support. Digital Citizenship lessons are taught to provide students with the foundation of safety practices when using technology. There is a minimum day scheduled every Wednesday for teacher planning, data analysis, grade level collaboration, and staff professional development activities.

Granite Hill continues to experience an increasing population of English language learners. To address this issue, all of our teachers are fully qualified to teach ELD at Granite Hill. Every teacher at Granite Hill possesses CLAD, BCLAD or comparable authorization. All English Learners receive 30 minutes of designated ELD instruction daily. In addition, they receive integrated ELD instruction throughout the day in all content areas. District professional development is offered throughout the year to keep staff updated on various strategies to support EL students.

Enrollment has shown a continued decline as is also evident in a recent decline in overall neighborhood population. Adjustments were made in regards to personnel allocations to accommodate this shift in enrollment.

To support academic growth and to meet the demands and rigor of the California State Standards, teachers have been utilizing the district adopted Units of Study designed and prepared by the district teachers unit writers. The units of study includes a unit organizer with priority and supporting standards, pacing guides, and pre/post assessments. A special program for Transitional Kindergarten (TK), was signed into law (SB 1381). These students were provided a modified kindergarten program and will attend kindergarten for one more year. A second year of kindergarten will give students the “gift of time” needed to build necessary social and academic skills for success throughout their school years. Impact teams (professional learning communities) have been instituted with the intention of increasing student ownership in their learning process in four grade levels. Instructional practices are based on the informative provided from the formative assessment process.

Granite Hill offers a variety of opportunities for parents to take part in school activities. Think Together program offers extended day options for working parents. GATE, Dr. Seuss night, 100 Mile Club, Mother-Son/Father-Daughter dances, Movie nights, picnics, Family nights designed around a particular content area, PE Spark/Skills Days and parent educational classes are just some of the events offered for families to experience together. An intense focus on AVID strategies and workshops for parents centered around assisting students to become more college/career oriented are being implemented to increase parent participation/engagement.

SPSA Highlights

Identify and briefly summarize the key features of this year’s SPSA.

The Key Features of Granite Hill's SPSA will include:

*The implementation of additional grade levels to the Impact Team protocol. Grade level coaching from principal/district TSAs will assist new teams during the process. Weekly collaboration and planning times will be devoted to refining practices and reviewing process for effectiveness.

*AVID professional development for staff and continued focus of AVID strategies for students along with parent workshops to increase participation. Teachers will attend Summer Institute or PATH training if they have not had the opportunity previously. Instructional materials and support costs will be allocated to provide necessary resources to facilitate this initiative.

*Intervention supports through guided reading for all grade levels. Intervention teachers will use Istation, Dibels, and district adopted Pioneer Valley materials to support teachers with small group guided reading practices.

*Development of positive behavior systems and continued monitoring for implementation to ensure safety on all areas of campus. PBIS systems will be reviewed and modified to increase effectiveness. Student incentives will be provided to increase student "buy in" and modify behavioral practices.

*Increase participation of NGSS units and incorporation of science notebooks along with other UOS content areas. Continued professional development for literacy, balanced math, and NGSS will be provided to teachers.

*Digital platforms to support learning virtually with expanded resources to enhance instruction of state standards.

*Full inclusive practices will be implemented to support all students in 2020-21.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Granite Hill is most pleased with the continuous improvement in the area of English/Language Arts. This increase in data is largely attributed to the intense focus on AVID strategies, Impact team work assisting with increasing student agency and ownership, and overall teacher clarity with the standards. Our Special Education students made the most improvement of all the subgroups in ELA and Math. Inclusive practices with "push in" instructional and behavioral support have really shown a tremendous impact on overall student achievement. Supports with designated ELD time along with district Balanced Math initiatives have assisted with improvement in overall student achievement in these content areas. Instructional strategies in these areas are being implemented consistently among grade levels and this has had a great impact on results. School incentives to increase attendance have been effective in addressing tardiness and absenteeism even though there is still a lot of work to do in this area. Monthly safety meetings with supervisors, teachers, and office staff to highlight PBIS skills and expectations have contributed to fewer suspensions. Current practices will continue and be added to so as to continue to support efforts in increasing attendance and decreasing discipline referrals.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Mathematics is the area of focus for improvement. Although data shows that students are maintaining progress and not regressing, efforts will be made to address instructional gaps with renewed emphasis on Balanced Math practices. The site has four grade levels that are currently working in Impact teams to unpack standards and collaborate on student work. The intentional focus on ELA standards and aligning them with district units of study will allow for more in-depth understanding for students to improve achievement. Discipline data was shown to be in an "at-risk" category based upon the previous year's data. There was a period of many transitions with administration that was inconsistent for staff and students where many students were referred to office for disciplinary actions. GH is already seeing improvement in this area for the 2020-21 school year. Behavioral expectations have been an intense focus for the 2019-20 school

year. Students have been taught skills on how to handle conflict and have implemented restorative practices to deal with issues. Staff has also been proactive in identifying and addressing potential behavior issues.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

All aspects of the CA Dashboard indicators will be addressed by the site next year. Attendance incentives will be continued on a school-wide basis. Intervention supports will be stressed for academic content areas to assist with increasing performance levels in ELA and Math. Restorative practices and intentional instruction on behavior strategies will be a continued focus to decrease discipline data.

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.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team meetings, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents, staff, and community members are consulted as part of the planning process for the SPSA/ Annual Review and Update. These stakeholders are invited to be a part of School Site Council (SSC) and English Language Advisory Committee (ELAC) throughout the school year. However, formal nomination ballots and voting occurs in August/September to establish the official members of the SSC. Flyers, letters, and phone calls are made to communicate opportunities for involvement in the decision making process. Meetings are held throughout the year to reflect and make suggestions for the updating of the SPSA. At all school events, parents are encouraged to become apart of the various advisory groups and asked to become involved at the site to provide input which includes participation in completing various surveys offered. There has been an increased interest on the part of parents to become more involved in site decisions.

Resource Inequities

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

Due to STRS and PERS increases, more funding is being taken out of allocated budget for personnel needs. Impending negotiations of salaries is also a potential impact on the budget. Consistent decline in student enrollment has really impacted the site budget and another decrease in overall funding is projected for the upcoming school year. Many programs and teacher collaboration days for professional development will most likely be placed on hold or eliminated.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.18%	0.41%		1	2
African American	2.29%	3.06%	1.44%	14	17	7
Asian	0.98%	0.72%	0.41%	6	4	2
Filipino	0.33%	0.36%	0.21%	2	2	1
Hispanic/Latino	85.29%	84.89%	86.42%	522	472	420
Pacific Islander	0.16%	0.18%	0.41%	1	1	2
White	8.66%	8.27%	8.64%	53	46	42
Multiple/No Response	1.47%	1.44%	0.62%	9	8	7
	Total Enrollment			612	556	486

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	77	66	65
Grade 1	81	59	47
Grade 2	87	78	56
Grade3	83	83	70
Grade 4	90	84	80
Grade 5	104	86	82
Grade 6	90	100	86
Total Enrollment	612	556	486

Conclusions based on this data:

1. Over the past three years, our school is showing slight decreases in enrollment. This could be attributed to a new STEM school opening up in the district that many parents requested a transfer to. It is also noticeable that the surrounding neighborhood population appears to be declining.
2. The larger class sizes have been promoted as they progressed through the grade levels thus, showing a slight decline in the overall enrollment. Incoming primary grade levels have been slightly lower than previous years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	226	193	168	36.9%	34.7%	34.6%
Fluent English Proficient (FEP)	80	80	77	13.1%	14.4%	15.8%
Reclassified Fluent English Proficient (RFEP)	33	24	27	12.6%	10.6%	14.0%

Conclusions based on this data:

1. Based upon recent GH school trends with decrease in enrollment, this decline in overall EL learners is consistent with school-wide data.
2. EL students are exhibiting a higher mastery of English Language proficiency and are being reclassified at a higher percentage rate due to increased focus on language development. New assessments may show a different trend once data is analyzed.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. There was an overall increase in assessment results for ELA:
School: Increased 15.7 points (21.8 below standard)
SED: Increased 14.2 points (26.8 below standard)
EL: Increased 14.1 points (29.6 below standard)

SWD: Increased 36.8 points (88.9 below standard)

HISP: Increased 13.4 points (26.9 below standard)

There was an overall increase in assessment results for Math:

School: Increased 4.9 points (50.5 below standard)

SED: Increased 4.4 points (54.9 below standard)

EL: Increased 4.5 points (53.6 below standard)

SWD: Increased 18.4 points (106.6 below standard)

HISP: Increased 4.2 points (54.7 below standard)

English Learner Actual Progress

ELs who decreased at least one ELPI level 13.1 %

ELs who maintained ELPI Levels 1, 2L, 2h, 3L, 3H 34%

ELs who maintained ELPI 4 2.7 %

ELs who progressed at least one ELPI level 50%

52.8% of total (144) EL students made progress towards English Language proficiency

In 2019-2020 12 students were reclassified based on new criteria of earning a level 4 on ELPAC.

Goal: Increase total Near or Above Standard by 3%

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

70.03 % Near or Above Standard

Exceeded: 14.29

Met: 27.73

Nearly Met: 28.01

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Not Met: 29.97

Reading

(Above Increase 1%, Near Increase 2%, Below Decrease 3%)

Reading

Above- 16.8

Near- 50.4

Below- 32.8

Writing (Above Increase 1%, Near Increase 2%, Below Decrease 3%)

Writing

Above- 17.1

Near- 56.9

Below- 26.1

Listening (Above Increase 1%, Near Increase 2%, Below Decrease 3%)

Listening

Above- 10.1

Near- 69.5

Below- 20.4

Research/Inquiry (Above Increase 1%, Near Increase 2%, Below Decrease 3%)

Research/Inquiry

Above- 16.8

Near- 53.8

Below- 29.4

Goal: Increase total of Near or Above Standard by 3%

57.14 % Near of Above Standard

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Exceeded: 10.08

Met: 19.05

Nearly Met: 28.01

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Not Met 42.86

Concepts & Procedures

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Above- 15.4

Near- 30.8

Below- 53.8

Problem Solving, Model, Data Analysis

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Above- 12

Near- 40.9

Below- 47.1

Communicating Reasoning

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Above- 13.2

Near- 44.5

Below- 42.3

2.

Attendance rate to date: 95.53 % (as of 2/28/20) . This has declined from last year due to student illnesses and families moving out of state/county

Chronic Absenteeism Rate increased 3.7%- CA Dashboard indicated 10 %. In 2019-20, rate is similar in comparison.

3. Suspension Rate as reported by the CA Dashboard increased 0.7% and is at 1.8% for 2018-19. This created the decline to Orange category. This percentage has declined for the 2019-20 school year. GH will be out of this status next year.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

As a result of this analysis, continued collaboration time to support grade levels is essential to planning and analyzing student data to inform instruction. Teachers will be sent to AVID trainings (if offered) to gain an overall perspective and continue with implementation of strategies. Guided reading materials will be examined and supported to assist teachers with differentiated materials for student use. Balanced Math strategies will be monitored and support will be given by Math Facilitator for teachers who have not taken part in the formal training. Grade levels will be more intentionally focused on designated ELD time and utilize lessons based upon student levels. Staff training for inclusive practices will be offered to support school wide initiative.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA)	CAASPP ELA Actual Progress, Fall 2018 School: -37.5 points below standard; Maintained - 0.2 SED: -41 points below standard; Maintained -2.6 points EL: -43.7 points below standard; Maintained -1.2 points SWD: -116 points below standard; Increased Significantly 29.9 points	CAASPP ELA Actual Progress, Fall 2019 School: Goal to Increase 3 points (34.5 below standard) SED: Goal to Increase 3 points (38 below standard) EL: Goal to Increase 3 points (40.7 below standard) SWD: Goal to Increase 3 points (113 below standard)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HISP: -40.3 points below standard; Maintained -1.8	HISP: Goal to Increase 3 points (37.3 below standard)
P4 Statewide Assessments (Math)	CAASPP Math Actual Progress, Fall 2018 School: -55.5 points below standard; Increased 4.5 points SED: -59.3 points below standard; Maintained 0.7 points EL: -58.2 points below standard; Increased 4 SWD:-122.6 points below standard; Increased Significantly 42.7 points HISP: -58.9 points below standard; Maintained 2.4 points	CAASP Math Actual Progress, Fall 2019 School: Goal to Increase 3 points (52.5 below standard) SED: Goal to Increase 3 points (56.3 below standard) EL: Goal to Increase 3 points (55.2 below standard) SWD: Goal to Increase 3 points (119.6 below standard) HISP: Goal to Increase 3 points (55.9 below standard)
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	English Learner Actual Progress 4 Well Developed: 21.7% 3 Moderately Developed: 39.6% 2 Somewhat Developed: 28.3% 1 Beginning Stage: 10.4%	English Learner Actual Progress (Increase 3 percent in top levels while decreasing lower levels) 4 Well Developed: 19.7% 3 Moderately Developed: 36.6% 2 Somewhat Developed: 25.3% 1 Beginning Stage: 7.4%
P4 English learner reclassification rate	Reclassified Students 16-17 11.67% Reclassified Students 17-18 13.48% Reclassified Students 18-19 16.16%	Reclassified Students 18-19 16.16 % Reclassified Students 19-20 approx. 19% Goal to continue to reclassify between 50-60 students annually
P8 Other student outcomes-DIBELS	DIBELS- Next scores will be reported in May ***Kinder: Students made growth in all areas that were assessed at B1 & B2. FSF (First Sound Fluency- phonemic awareness) - below the target of 30 - scored 25.4 (cut point for risk is 20, but making significant growth and more than doubled from B1 9.8-25.4) PSF (Phoneme Segmentation Fluency - phonemic awareness) - below the target of 20 - scored 13	DIBELS-Students in grades TK-3 will continue to be assessed with Dibels and meet or exceed the standard for each benchmark target (note targets below for B2) ***Kinder: FSF (First Sound Fluency- phonemic awareness) - target of 30 - PSF (Phoneme Segmentation Fluency - phonemic awareness) - target of 20 LNF (Letter Naming Fluency) - target of 27

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

LNF (Letter Naming Fluency) - increased from B1 to B2 (20.8-25.6)
 NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - below the target of 17 -scored 13
 ***Note plan for below target scores
 Kinder provided intervention for their own students
 Kinder also provides intervention for the first grade team as well

***First Grade:
 Students made growth in all areas that were assessed at B1 & B2.

NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - exceeded the target of 43 - scored 49.9
 NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) - exceeded the target of 8 -scored 12.6
 DORF (DIBELS oral reading fluency) - exceeded the target of 23-scored 27.7
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) below the target of 78% (scored 66.9%)

BLT push-in support
 Intervention Teacher push in support

***Second Grade:
 Students made growth in all areas that were assessed at B1 & B2.

DORF (DIBELS oral reading fluency) - came close to the target of 72- scored 66.4
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) below the target of 96% (scored 88.4%)

BLT push-in support
 Intervention Teacher push in support

***Third Grade:

NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - target of 17

Kinder provided intervention for their own students
 Kinder also provides intervention for the first grade team as well

***First Grade:

NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - target of 43
 NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) - target of 8
 DORF (DIBELS oral reading fluency) - target of 23
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 78%

BLT push-in support
 Intervention Teacher push in support

***Second Grade:

DORF (DIBELS oral reading fluency) - target of 72
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%

BLT push-in support
 Intervention Teacher push in support

***Third Grade:

DORF (DIBELS oral reading fluency) - target of 86
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%
 DAZE (DIBELS version of MAZE for comprehension) - exceeded the target of 11

BLT push-in support
 Intervention Teacher push in support

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students made growth in all areas that were assessed at B1 & B2.</p> <p>DORF (DIBELS oral reading fluency) - exceeded the target of 86- scored 96.8</p> <p>DORF-A- (DIBELS oral reading fluency - accuracy percentage) if rounded would meet the target of 96% (scored 95.6%)</p> <p>DAZE (DIBELS version of MAZE for comprehension) - exceeded the target of 11 - scored 13.8</p> <p>BLT push-in support</p> <p>Intervention Teacher push in support</p>	
P4 State Assessments ELA	<p>Goal : Did not meet goal of 61.9 %</p> <p>Increased by 2.64%/ did not meet by .36%</p> <p>2017-18 DATA</p> <p>61.54 % Near or Above Standard</p> <p>Exceeded: 9.89</p> <p>Met: 25.55</p> <p>Nearly Met: 26.10</p> <p>• -----</p> <p>Not Met: 38.46</p> <p>Reading</p> <p>Above- 10.99</p> <p>Near- 47.53</p> <p>Below- 41.48</p> <p>Writing</p>	<p>Goal: Increase total Near or Above Standard by 3%</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>62.54% Near or Above Standard</p> <p>Exceeded: 10.89</p> <p>Met: 26.55</p> <p>Nearly Met: 27.10</p> <p>• -----</p> <p>Not Met: 35.46</p> <p>Reading</p> <p>(Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Reading</p> <p>Above- 11.99</p> <p>Near- 49.53</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Above- 14.56</p> <p>Near- 51.65</p> <p>Below-33.79</p> <p>Listening</p> <p>Above- 9.34</p> <p>Near- 64.01</p> <p>Below- 26.65</p> <p>Research/Inquiry</p> <p>Above- 14.56</p> <p>Near- 48.63</p> <p>Below- 36.81</p>	<p>Below- 38.48</p> <p>Writing (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Writing</p> <p>Above- 15.56</p> <p>Near- 52.65</p> <p>Below- 30.73</p> <p>Listening (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Listening</p> <p>Above- 10.34</p> <p>Near- 65.01</p> <p>Below- 23.65</p> <p>Research/Inquiry (Above Increase 1%, Near Increase 2%, Below Decrease 3%)</p> <p>Research/Inquiry</p> <p>Above- 15.56</p> <p>Near- 49.63</p> <p>Below- 33.81</p>
<p>P4 State Assessments Math</p>	<p>Goal of 61.3 % not met</p> <p>Decreased by 6.41%</p> <p>2017-18 DATA</p> <p>54.89 % Near or Above Standard</p>	<p>Goal: Increase total of Near or Above Standard by 3%</p> <p>57.89 % Near of Above Standard</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Exceeded: 11.68

Met: 13.59

Nearly Met: 29.62

• -----

Not Met: 45.11

Concepts & Procedures

Above- 17.66

Near- 25.54

Below- 56.79

Problem Solving, Model, Data Analysis

Above- 8.70

Near- 43.48

Below- 47.83

Communicating Reasoning

Above-12.77

Near- 42.12

Below- 45.11

Exceeded: 12.68

Met: 14.59

Nearly Met: 30.62

• -----

Not Met 42.11

Concepts & Procedures

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Above- 18.66

Near- 26.54

Below- 53.79

Problem Solving, Model, Data Analysis

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Above- 9.70

Near- 44.48

Below- 44.83

Communicating Reasoning

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

Above-13.77

Near- 43.12

Below- 42.11

Planned Strategies/Activities

Action 1.1

CCSS Implementation

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, Impact Team calibration and collaboration around success criteria and priority standards and technology including data analysis</p> <p>b. AVID implementation grades TK-6.</p> <p>c. Coordinate staff development and in-class support for AVID, UoS implementation, technology, Math Review, Math F.U.N., and the Collaborative Teaching model</p> <p>d. Provide conference opportunities for teachers to support CSS implementation</p> <p>e. Provide release time/subs for teachers for extensive planning including UoS planning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English Learners</p>	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1051.00</p> <p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000.00</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4523</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2529.00</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2400.00</p>

Action 1.2

Intervention

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)</p> <p>b. Continue 4th-6th grade ELA, ELD, and math support with intervention teacher</p> <p>c. Provide resources for the implementation of intensive interventions for students</p>	<p><u>X</u> All Students</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$975.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1690.00</p> <p>CSR Intervention Teacher .5 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$66681</p> <p>CSR Intervention Teacher .5 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68126</p> <p>CSR Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$137,293.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3000</p>

Action 1.3

Resources

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Purchase materials to support AVID implementation, UoS, ELD, Impact Teams, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$560</p>

b. Supplemental ELA/ELD and Mathematics materials

Learners

Materials/Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$485

Action 1.4

EL Support

X

Modified Action

Planned Actions/Services

a. Bilingual Language Tutors (2 @ 3 hrs, and 1 @ 6 hrs) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten)

Students to be served

X

Other student
group(s) English
Learners

Budget and Source

Bilingual Language Tutors (2 @ 3 hrs., and 1 @ 6 hrs.)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$89656
BLT .33 of 3 hr
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$5189
Materials and Supplies
4000-4999: Books And Supplies
Title III LEP -- 4203
\$108

Action 1.5

Preschool Transition to TK/Kindergarten

X

Unchanged Action

Planned Actions/Services

a. Transitional K/Kindergarten Orientation: The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.

Students to be served

X

Other student
group(s) Head
Start/Preschool

Budget and Source

- b. Preschool to Kindergarten Transition opportunities provided: Preschool to Kindergarten transition meetings.
- c. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with.
- d. Coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Granite Hill Elementary and adhere to any needs possible.
- e. Kindergarten Readiness Workshop made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.

Action 1.6

Communication Enhancement Program

	<u>X</u>	Unchanged Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. The Communication Enhancement Program (CEP) at Granite Hill is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Students with Disabilities</p>	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

As a result of this analysis, reviewing of suspension data at monthly meetings and discussing possible interventions to prevent suspensions at Leadership, AVID, and PBIS meetings will be a priority. Behavioral Support specialists have been consulted to review specific strategies for identified students. Office staff will monitor number of behavioral health referrals to our Parent and Outreach department. Principal will work with the attendance clerk to monitor attendance, parent letters, independent study contracts and SART contracts. Emergency comfort kits will be ordered for students in the event of an emergency situation. Principal will review of the contracts for mental health to see if all the resources are being used to service students most efficiently. Additional trainings are going to be provided by district staff to teachers, supervisors, and support staff to support students classified as Tier 2 or Tier 3 due to behavioral concerns. GH will maintain social distancing and safe practices as required and outlined by the CDC for children, staff, and community members.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate:	Actual: School Attendance Actual: 96.16 % Year to Date (18-19) Our attendance rate is maintaining and is consistent among the years.	Goal: Increase Attendance Rate to Maintain 1% growth for 2019-20 Goal: 97.16% Year to Date (19-20) Attendance rate has been maintaining.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 Chronic Absenteeism rate:	Actual: Chronic Absenteeism rate: 2017-2018: 6.3% School wide; an decrease of 2.4% District: 11.3% Riverside: 12.5% Statewide: 11.1%	Goal: Reduce Chronic Absenteeism rate for 2019-20 by 0.5% Goal: 5.8% and continue exceeding District/County/State percentages
P6 Pupil Suspension rate:	Actual: Pupil Suspension rate: 2017-2018: 1% School wide (Blue); decrease of 1.2% District: 3.1%	Goal: Maintain or Reduce Pupil Suspension Rate to remain below district average for suspension Maintain 1% to remain in Blue
P6 Surveys of pupils, parents, teachers on sense of safety:	2017-2018 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 86% Extremely Safe to Moderately Safe LCAP Survey, Students: 85.11% Extremely Safe to Moderately Safe LCAP Survey, Staff: 48% Extremely Safe to Moderately Safe	2018-19 Outcome (Increase by 1-3% in each area) LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 87-90% Extremely Safe to Moderately Safe LCAP Survey, Students: 86.11-89.11% Extremely Safe to Moderately Safe LCAP Survey, Staff: 49-51% Extremely Safe to Moderately Safe
P6 Surveys of pupils, parents, teachers on sense of safety:	CHKS (5th grade survey) 2017-2018: 95% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows: 45% of students reported feeling safe all of the time 35% of students reported feeling safe most of the time 15% of students reported feeling safe some of the time 5% of students reported never feeling safe 2018-2019 Expected Outcome/Goal: CHKS student survey: 90% of students will feel safe most of the time/all the time.	Goal: (Increase by 1-3% in each area) 2019-20: 93-95% percent of 5th grade students surveyed will report feeling safe at least some of the time/all the time.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Planned Strategies/Activities

Action 2.1

PBIS Resource materials

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. PBIS Resource materials to support PBIS implementation on campus – instructional materials</p> <p>b. Funding to support PBIS incentive programs and attendance incentives in place – prizes, medals, certificates, games, stickers, printing costs for tickets and posters</p> <p>c. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, PBIS and to prepare for upcoming events.</p> <p>d. Continue to improve customer service in the office – provide extra compensation to provide a smooth transition into school, including preparation of library use for teachers and support.</p> <p>e. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p>	<p><u>X</u> All Students</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p> <p>Activity Supervisors (.50 Safety & 2.75 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>Customer Service Improvement Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$250.00</p> <p>Activity Supervisor Meetings/Trainings 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$600.00</p> <p>Contracts 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p>

Action 2.2

Health Care Aide (HCA)

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Health Care Aide (HCA) to support health services and parent communications b. Continue to provide in-services for staff and students regarding healthy choices and healthy decision making to support the Healthy Bodies/Healthy Minds initiative which includes Integrating SPARK recess/PE activities c. 100 Mile Club support (t-shirts, incentives, etc)	<input checked="" type="checkbox"/> All Students	Health Care Aide 3.0 Hour (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$17404

Action 2.3

Safety Coordinator and Administrative Designee

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. b. Purchase materials as needed to support the development of our site safety plan	<input checked="" type="checkbox"/> All Students	

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Some changes that will be made are: to increase parent communication through Peachjar; inform parents of this way of communication. Pairing parent workshops/ meetings with school functions to promote higher levels of parent involvement. Develop social media sites so that parents have further communication on upcoming activities. Discuss with Leadership team other opportunities to get parents involved and to showcase student achievement: math nights, stem projects, reading opportunities, etc. Develop student council to increase student involvement with campus activities; create various clubs for students to be a part of. Parent meetings are also scheduled/available for live Zoom/Google Meets as necessary due to circumstances surrounding COVID19.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	<p>LCAP survey data: Parent Responses 2017-18</p> <p>Informed of school-wide activities: Baseline: Extremely well informed/Moderately well informed: 83%</p> <p>Informed of classroom activities:</p>	<p>Goal: (Increase by 1-3% in each area)</p> <p>Informed of school-wide activities: Baseline: Extremely well informed/Moderately well informed: 84-86%</p> <p>Informed of classroom activities:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Baseline: Extremely well informed/Moderately well informed: 83%</p> <p>Opportunities to be involved with school and district decision making: Baseline: Yes 67%</p> <p>Level of participation in school-wide activities Promoter 38% 2018-19 Expected Outcome increase by 5%</p>	<p>Baseline: Extremely well informed/Moderately well informed: 84-86%</p> <p>Opportunities to be involved with school and district decision making: Baseline: Yes 70%</p> <p>Level of participation in school-wide activities Promoter 40% 2018-19 Expected Outcome increase by 7%</p>
P5 Student Engagement	<p>School Connectedness LCAP data Student Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 88.57% Student Baseline: Positive learning environment: Extremely well informed/Moderately well informed: 89.28% CHKS Baseline: 2017-2018 indicates that 46% of our students feel connected to our school most of the time/all the time.</p> <p>CHKS Baseline: 2017-2018 indicates that 77% of our students feel like they are part of this school most of the time/all the time.</p> <p>2018-19 Expected Outcome: CHKS Student Baseline 60% of the students will indicate they are connected to our school most of the time/all the time</p> <p>Students Baseline 85% of our students feel like they are part of this school most of the time/all the time</p> <p>Staff Baseline: Welcoming environment: Extremely well informed/Moderately well informed 72% Staff Baseline: Collaborative Culture: Strongly Agree/Agree 76%</p>	<p>Goal: (Increase by 1-3% in each area)</p> <p>Student Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 89.57-91.57% Student Baseline: Positive learning environment: Extremely well informed/Moderately well informed: 90.28-92.28%</p> <p>2019-20 Expected Outcome: CHKS Student Baseline 61-63% of the students will indicate they are connected to our school most of the time/all the time</p> <p>Students Baseline 86-88% of our students feel like they are part of this school most of the time/all the time</p> <p>Staff Baseline: Welcoming environment: Extremely well informed/Moderately well informed 73-75% Staff Baseline: Collaborative Culture: Strongly Agree/Agree 77-79%</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness	2018-2019 Expected Outcome:	Goal: (Increase by 1-3% in each area)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Baseline - welcoming environment 95%; positive learning environment 100%</p> <p>Parent Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 87%</p> <p>Parent Baseline: Satisfaction with Instruction: Extremely well informed/Moderately well informed: 92%</p> <p>2018-19 Expected Outcome: Parent Baseline - welcoming environment 90%; Satisfaction with the instruction: 100%</p> <p>Staff Baseline - welcoming environment 90%; collaborative culture as school 90 %</p>	<p>Student Baseline - welcoming environment 96-98%; positive learning environment maintain 100%</p> <p>Parent Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 88-90%</p> <p>Parent Baseline: Satisfaction with Instruction: Extremely well informed/Moderately well informed: 93-95%</p> <p>2019-20 Expected Outcome: Parent Baseline - welcoming environment 91-93%; Satisfaction with the instruction: 100%</p> <p>Staff Baseline - welcoming environment 91-93%; collaborative culture as school 91-93 %</p>

Planned Strategies/Activities

Action 3.1

Parent Engagement

	X	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, CSS, digital citizenship) Meetings may also be held virtually by Zoom/Google Meets if necessary based on COVID 19 closures.</p> <p>b. Parent center/areas will be available to support parent communication. (Computer, printer, library access, resources)</p>	X All Students	<p>Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$620.00</p> <p>Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00</p> <p>Classified Hourly- Childcare</p>

c. All parents and staff will have leadership opportunities through advisory committees (i.e., ELAC, SSC, parent groups)	2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$250.00
d. Provide translation, refreshments, and childcare for all parent engagement opportunities	Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$700.00
e. Parent support materials for parent outreach	Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$358.00
f. Materials and refreshments for Parent Night activities such as - Book Fair, Trunk or Treat Carnival, Father Daughter Dance, Mother Son Game Night, Family Walk events	
g. Use of the RAPTOR system	
h. Translator Clerk Typist to translate materials, parent meetings and be available for translation for parents as needed	

Action 3.2

School Connectedness

	X	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events. (planning childcare, refreshments, etc.)	X All Students	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00
b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours. EMCC Supplemental library management at beginning of school year--2 days		Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1087.00
c. Use Social Media to build school culture and community buy-in.		Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$51859
d. Student clubs will be supported to increase student engagement at school		

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (ELA)	CAASPP ELA Actual Progress, Fall 2019 School: Goal to Increase 3 points (34.5 below standard) SED: Goal to Increase 3 points (38 below standard) EL: Goal to Increase 3 points (40.7 below standard) SWD: Goal to Increase 3 points (113 below standard) HISP: Goal to Increase 3 points (37.3 below standard)	There was an overall increase in assessment results for ELA: School: Increased 15.7 points (21.8 below standard) SED: Increased 14.2 points (26.8 below standard) EL: Increased 14.1 points (29.6 below standard) SWD: Increased 36.8 points (88.9 below standard) HISP: Increased 13.4 points (26.9 below standard)
P4 Statewide Assessments (Math)	CAASP Math Actual Progress, Fall 2019 School: Goal to Increase 3 points (52.5 below standard) SED: Goal to Increase 3 points (56.3 below standard) EL: Goal to Increase 3 points (55.2 below standard) SWD: Goal to Increase 3 points (119.6 below standard) HISP: Goal to Increase 3 points (55.9 below standard)	There was an overall increase in assessment results for Math: School: Increased 4.9 points (50.5 below standard) SED: Increased 4.4 points (54.9 below standard) EL: Increased 4.5 points (53.6 below standard) SWD: Increased 18.4 points (106.6 below standard) HISP: Increased 4.2 points (54.7 below standard)
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	English Learner Actual Progress (Increase 3 percent in top levels while decreasing lower levels) 4 Well Developed: 19.7%	English Learner Actual Progress ELs who decreased at least one ELPI level 13.1%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	3 Moderately Developed: 36.6% 2 Somewhat Developed: 25.3% 1 Beginning Stage: 7.4%	ELs who maintained ELPI Levels 1, 2L, 2h, 3L, 3H 34% ELs who maintained ELPI 4 2.7 % ELs who progressed at least one ELPI level 50% 52.8% of total (144) EL students made progress towards English Language proficiency
P4 English learner reclassification rate	Reclassified Students 18-19 16.16 % Reclassified Students 19-20 approx. 19% - Goal	In 2019-2020 12 students were reclassified based on new criteria of earning a level 4 on ELPAC.
P8 Other student outcomes-DIBELS	DIBELS-Students in grades TK-3 will continue to be assessed with Dibels and meet or exceed the standard for each benchmark target (note targets below for B2) ***Kinder: FSF (First Sound Fluency- phonemic awareness) - target of 30 - PSF (Phoneme Segmentation Fluency - phonemic awareness) - target of 20 LNF (Letter Naming Fluency) - target of 27 NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - target of 17 Kinder provided intervention for their own students Kinder also provides intervention for the first grade team as well ***First Grade: NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - target of 43 NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) - target of 8 DORF (DIBELS oral reading fluency) - target of 23 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 78% BLT push-in support	DIBELS-Students in grades TK-3 will continue to be assessed with Dibels and meet or exceed the standard for each benchmark target (note targets below for B2) ***Kinder: FSF (First Sound Fluency- phonemic awareness) - 22.8 (goal was 30) PSF (Phoneme Segmentation Fluency - phonemic awareness) - goal of 40-- 8.6 LNF (Letter Naming Fluency) - 24 NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - 28 Kinder provided intervention for their own students Kinder also provides intervention for the first grade team as well ***First Grade: NWF-CLS (Nonsense Word Fluency- Correct Letter Words- Phonics) - 51.8 NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding) - 12.3 DORF (DIBELS oral reading fluency) - 28.3 DORF -A- (Dibels oral reading fluency-accuracy percentage) 66.7%

Metric/Indicator

Expected Outcomes

Actual Outcomes

Intervention Teacher push in support

***Second Grade:

DORF (DIBELS oral reading fluency) - target of 72
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%

BLT push-in support
 Intervention Teacher push in support

***Third Grade:

DORF (DIBELS oral reading fluency) - target of 86
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) target of 96%
 DAZE (DIBELS version of MAZE for comprehension) - target of 11

BLT push-in support
 Intervention Teacher push in support

BLT push-in support (30 min daily)
 Intervention Teacher push in support (30 min daily)

***Second Grade:

DORF (DIBELS oral reading fluency) - 66.2
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) 89%

BLT push-in support (30 min daily)
 Intervention Teacher push in support (45 min daily)

***Third Grade:

DORF (DIBELS oral reading fluency) - 83.1
 DORF-A- (DIBELS oral reading fluency - accuracy percentage) 92.6%
 DAZE (DIBELS version of MAZE for comprehension) - 10.9

BLT push-in support (30 min daily)
 Intervention Teacher push in support (30 min daily)

P4 State Assessments ELA

Goal: Increase total Near or Above Standard by 3%

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

62.54% Near or Above Standard

Exceeded: 10.89

Met: 26.55

Nearly Met: 27.10

● -----

Goal: Increase total Near or Above Standard by 3%

(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)

70.03 % Near or Above Standard

Exceeded: 14.29

Met: 27.73

Nearly Met: 28.01

● -----

Metric/Indicator

Expected Outcomes

Actual Outcomes

	Not Met: 35.46	Not Met: 29.97
	Reading	Reading
	(Above Increase 1%, Near Increase 2%, Below Decrease 3%)	(Above Increase 1%, Near Increase 2%, Below Decrease 3%)
	Reading	Reading
	Above- 11.99	Above- 16.8
	Near- 49.53	Near- 50.4
	Below- 38.48	Below- 32.8
	Writing (Above Increase 1%, Near Increase 2%, Below Decrease 3%)	Writing (Above Increase 1%, Near Increase 2%, Below Decrease 3%)
	Writing	Writing
	Above- 15.56	Above- 17.1
	Near- 52.65	Near- 56.9
	Below- 30.73	Below- 26.1
	Listening (Above Increase 1%, Near Increase 2%, Below Decrease 3%)	Listening (Above Increase 1%, Near Increase 2%, Below Decrease 3%)
	Listening	Listening
	Above- 10.34	Above- 10.1
	Near- 65.01	Near- 69.5
	Below- 23.65	Below- 20.4
	Research/Inquiry (Above Increase 1%, Near Increase 2%, Below Decrease 3%)	Research/Inquiry (Above Increase 1%, Near Increase 2%, Below Decrease 3%)
	Research/Inquiry	Research/Inquiry
	Above- 15.56	Above- 16.8

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Near- 49.63 Below- 33.81	Near- 53.8 Below- 29.4
P4 State Assessments Math	<p>Goal: Increase total of Near or Above Standard by 3%</p> <p>57.89 % Near of Above Standard</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Exceeded: 12.68</p> <p>Met: 14.59</p> <p>Nearly Met: 30.62</p> <p style="text-align: center;">• -----</p> <p>Not Met 42.11</p> <p>Concepts & Procedures</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Above- 18.66</p> <p>Near- 26.54</p> <p>Below- 53.79</p> <p>Problem Solving, Model, Data Analysis</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Above- 9.70</p> <p>Near- 44.48</p> <p>Below- 44.83</p>	<p>Goal: Increase total of Near or Above Standard by 3%</p> <p>57.14 % Near of Above Standard</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Exceeded: 10.08</p> <p>Met: 19.05</p> <p>Nearly Met: 28.01</p> <p style="text-align: center;">• -----</p> <p>Not Met 42.86</p> <p>Concepts & Procedures</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Above- 15.4</p> <p>Near- 30.8</p> <p>Below- 53.8</p> <p>Problem Solving, Model, Data Analysis</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Above- 12</p> <p>Near- 40.9</p> <p>Below- 47.1</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Communicating Reasoning</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Above-13.77</p> <p>Near- 43.12</p> <p>Below- 42.11</p>	<p>Communicating Reasoning</p> <p>(Exceed Increase 1%, Met Increase 1%, Nearly Met 1 %, Not Decrease 3%)</p> <p>Above- 13.2</p> <p>Near- 44.5</p> <p>Below- 42.3</p>
P4 Other Student Outcomes-IStation	<p>Benchmark Ranges: end of February</p> <p>4th grade T3: 1856</p> <p>5th grade T3: 1928</p> <p>6th grade T3: 1999</p>	<p>Number of students currently in each tier per grade level</p> <p>4th: T1: 40 T2: 19 T3: 19</p> <p>5th: T1:35 T2: 20 T3: 21</p> <p>6th: T1: 46 T2: 23 T3: 17</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CCSS Implementation</p> <p>a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, Impact Team calibration and collaboration around success criteria and priority standards and technology including data analysis</p> <p>b. AVID implementation grades TK-6</p>	<p>1.1 CCSS actions were implemented as follows:</p> <p>a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, and technology including data analysis was accomplished in the following ways:</p> <ul style="list-style-type: none"> Wednesday minimum day collaboration time with 	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2174.00</p> <p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5,326.00</p> <p>Materials/Supplies</p>	<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2174.00</p> <p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5326.00</p> <p>Materials/Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Coordinate staff development and in-class support for AVID, UoS implementation, technology, Math Review, Math F.U.N., and the Collaborative Teaching model</p> <p>d. Provide conference opportunities for teachers to support CSS implementation</p> <p>e. Provide release time/subs for teachers for extensive planning including UoS planning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments.</p>	<p>Evidence Tools for ELA PTs and a Collaboration Feedback Tool completion for Math UoS</p> <ul style="list-style-type: none"> • Impact Teams - analyzing standards, progression of standards, calibrating scores, agreeing on success criteria and planning for revisiting the standard with agreed upon strategies. • Professional Development training understanding the new ELPAC and ways teachers can help prepare students for the test. • Professional Development on Formative Assessment and using Evidence Tool for ELA PTs • Small group guided reading implementation for grades 1-6 <p>b. AVID was implemented and supported in grades TK-6 in the following ways:</p> <ul style="list-style-type: none"> • Monthly AVID Site Team Meeting • PD Boost on 3-Column notes • Data collection of implementation • Leadership meetings with RIMS AVID Coach • Grade TK-2 students received two pocket folders, Grades 3-6 students provided and use a 3 ring binder, agenda for 	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,999.00</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,027.00</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4,620.00</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2999.00</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2953.00</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4620.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

[Empty cell for Planned Actions/Services]

homework, to document what they did that day and for parent communication and social/emotional check in

- Designated ELA for the 3-column note subject that each grade level will model, guide, and instruct in order to have a streamlined effort and collaboration. Some teachers use in other subjects.
- AVID daily reminders in student announcements

o TK-6 Implementation

o Grade level support from the AVID Site Team via staff meetings and grade level meetings on Wednesdays

o College & Career Kickoff Week – posters, teacher talks school wide, promote college attendance, Career Cafe to give students choices of career opportunities

c. Coordinated staff development and in class support for AVID, UoS implementation, technology, Math Review, and Math F.U.N. –

- Impact Team Trainings and meetings with Impact Teams Consultant - in class support, Evidence, Analysis, Action Protocol guidance and support, standards

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

[Empty cell for Planned Actions/Services]

progression, guided reading and calibration of scoring and success criteria.

- Impact Team Training integration of UoS and EAA protocols
- Formative Assessment & ELA Performance Tasks Staff Development
- Balanced Math support and trainings on poster method, math review, math fun
- NGSS professional development
- Early Literacy professional development
- Intervention-guided reading training utilizing the support of TSA of Early Literacy

d. Provided conference opportunities for teachers to support CSS implementation

e. Provided release time/subs for teachers for extensive planning including UoS planning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments.

- Guided Reading/ Istation PD and release time to plan Guided Reading time with Early Literacy TSA
- Grade Level Collaboration Days

CCSS Implementation

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

- o ELA/Math CSS and NGSS implementation is supported by UoS writers, math facilitators, NGSS Coordinators, reflective coaches and instructional coaches
- o Granite Hill utilizes the Balanced Math program which includes – Daily Math Review, Mental Math, Number Talks, Poster & Alternative Methods, and Math F.U.N.
- o ELA/Math UoS lessons
- o UoS and site developed common assessments are used to monitor student achievement and progress.
- o Teacher Data Collaboration meetings using data to monitor and analyze formative and summative assessments. Data used to drive and adjust instruction.
- o GATE certified teachers, GATE facilitators plan and organize lunch time classes that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.
 - NGSS Implementation
- o One Granite Hill teacher participate as NGSS UoS writer and supports Granite Hill teachers with the NGSS Mini Units

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • Technology – <ul style="list-style-type: none"> o Student and teacher implementation and utilization of Chromebooks are evident in every classroom o Digital Citizenship lessons are being taught through the year by teachers o Monthly release days for technology coordinators to allow for building technology capacity and providing assistance 		
<p>Intervention</p> <p>a. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)</p> <p>b. Continue 5th intervention support with Language Intervention</p> <p>c. Continue 4th-6th grade ELA and math support with intervention teacher</p> <p>d. Provide resources for the implementation of intensive interventions for students</p>	<p>1.2 Intervention</p> <p>a. Primary Intervention Data DIBELS used to assess and monitor reading foundational skills:</p> <p>PI Teacher assists with some testing and support Tier 1 intervention and progress monitoring with K-3 Teachers and BLTs</p> <p>b. Upper intervention teacher serviced 9 classes with differentiated strategies (guided reading)</p> <p>c. RSP students are supported by our special education staff via pull-out, in class support and inclusion methods. Release time for planning, collaborating, and inclusion discussions given to special</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,025.00</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$450.00</p> <p>CSR Intervention Teacher .5 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,303.00</p> <p>CSR Intervention Teacher .5 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,303.00</p> <p>CSR Intervention Teacher Salary</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$450.00</p> <p>CSR Intervention Teacher .5 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,303.00</p> <p>CSR Intervention Teacher .5 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,303.00</p> <p>CSR Intervention Teacher Salary</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>education staff. GATE enrichment activities, parent meetings, lessons, strategies, provided to students, parents, and teachers throughout the year.</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$134,605.00</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$134,605.00</p>
<p>Resources a. Purchase materials to support AVID implementation, UoS, ELD, Impact Teams, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives b. Supplemental ELA/ELD and Mathematics materials</p>	<p>1.3 Resources: a. Purchased AVID materials for students to support organizational goals. Agendas, binders, pencil pouches, two pocket folders, and highlighters were purchased for students. b. Guided reading materials for intervention teachers to utilize to support district initiative, printing cost for Math Fun games</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$16,150.00</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$16,150.00</p>
<p>EL Support a. Bilingual Language Tutors (3 @ 3 hrs, and 1 @ 6 hrs.)will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten)</p>	<p>1.4 EL Support a. Two AM 3 hour Bilingual Tutors support English learners build vocabulary, reading skills and additional needs English learners need additional support One 6 hour Bilingual Tutor support English learners build vocabulary, reading skills and additional needs English learners need additional support. One PM 3 hour Bilingual Tutor support English learners build vocabulary, reading skills and additional needs</p>	<p>Bilingual Language Tutors (3 @ 3 hrs., and 1 @ 6 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$83,729.00</p> <p>BLT .33 of 3 hr 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,470.00</p>	<p>Bilingual Language Tutors (3 @ 3 hrs., and 1 @ 6 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$83,729.00</p> <p>BLT .33 of 3 hr 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,470.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

	<p>English learners need additional support. On minimum day Wednesdays, this BLT works with students in the after school Think Together Program for part of the time to get an additional day in of support under the supervision and training of the Primary Intervention Teacher.</p> <p>30 minutes of daily designated ELD taught (Grades 1-6) and 20 minutes of daily designated ELD taught (Kindergarten)</p> <p>ELPAC Professional Development to bring awareness to how teachers can support students in preparing for the logistics of the test.</p> <p>EL Facilitator helps support teachers by presenting and demonstrating lessons and strategies to best support English learners during staff meetings and on collaboration days</p> <ul style="list-style-type: none">o Classes are built around 2 adjacent EL levels and grade levels are encouraged to have common ELD daily schedule times to support flexibility and support based on EL needs.o Teachers use the ELPAC assessment and other measures to monitor and evaluate EL progress.o Posted Language and Content Objectives support EL		
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>students in each classroom. o Teachers monitor progress of English Learners and document progress on the ELD Standards.</p>		
<p>Preschool Transition to TK/Kindergarten a. Transitional K/Kindergarten Orientation: The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.</p> <p>b. Preschool to Kindergarten Transition opportunities provided: Preschool to Kindergarten transition meetings.</p> <p>c. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with.</p> <p>d. Coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Granite Hill Elementary and adhere to any needs possible.</p>	<p>Coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Granite Hill Elementary.</p> <p>Kindergarten Readiness Workshop made available for students that did not participate in a preschool program via JUSD Parent Involvement and Community Outreach department.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Kindergarten Readiness Workshop made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.</p>			
<p>Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Granite Hill is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>1.6 Communication Enhancement Program Our SLP currently services 2 students in the CEP program. The SST team is constantly monitoring students to assess need.</p>		

Analysis

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

Granite Hill has UOS (Units of Study) representatives in UOS ELA, Math, and Science that work to revise and refine UOS units and share out information with staff. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade level teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. All Grade levels are attending NGSS (Next Generation Science Standard) training provided by the district, site training on AVID (Advancement Via Individual Determination) provided by consultants, lead teacher, and site administration, digital gateway training provided by the district and site technology coordinators. Second through Fifth grades are currently participating in Impact Team training for the site. Teachers participated in staff development that focused on analyzing student work, developing success criteria, and developing rubrics in an effort to build student efficacy. Follow up coaching with district staff and consultant provides additional guidance in implementing this model.

UOS and common grade level assessments have been implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessments across the grade level.

Reading intervention has been fully implemented across all grade levels as evidenced by master schedules, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data (In grades 4-6). There has been improvement in reading fluency among our primary grades as evident by DIBELS assessment. All grade levels have been incorporating small group guided reading strategies and students have demonstrated progress with reading fluency and comprehension as measured by classroom assessments. There has been some decline with phonics and phonemic awareness in grades K-2. Data analysis has revealed some intensive support in this area for these grades.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas. District training was provided through Culturally Responsive Teaching to support ELD strategies and practices.

There were many inconsistencies in the depth of implementation for instructional technology, however, now all students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all content areas. Student's technology skills have greatly improved because of the usage of chromebooks on a daily basis. The use of I-station has given more experience with online assessment as well as supported strategies to support the goal for students being college and career ready. With the recent school closure and implementation of distance learning due to COVID-19, students in TK-6 have had access to resources/lessons and Google Meets with their teachers.

All students in grades TK-6th participate in AVID. Students were provided with all necessary supplies to cover the three goals set by the AVID committee; Organization, Note-taking, and planning. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, highlighters, and agendas as determined age appropriate by Site leadership team and suggested by AVID consultants. Grade level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten.

As part of our continued improvement of the culture and environment of our school, we will be moving to full inclusion. SDC students will be mainstreamed into general education classrooms so that they are with their age appropriate peers whenever possible during the school day.

An increase in collaboration time between staff as well as targeted professional development opportunities will be increased. Inclusive practices continue to be explored and implemented through the collaboration and planning between special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. The SST team works closely with teachers to ensure that students are provided with best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, school psychologist, RSP, and speech pathologist are part of this team and are essential when identifying additional support systems for given students. The PBIS/SEL coach provides support for those students who are in need of social skills awareness. Counseling, mental health referrals/Behavior Support plans are designed to support students with social skill needs who may not have primary academic concerns.

The speech pathologist does attend SST meetings to determine the need for CEP services.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

CAASPP ELA Actual Progress, Fall 2019

There was an overall increase in assessment results for ELA:

School: Increased 15.7 points (21.8 below standard)

SED: Increased 14.2 points (26.8 below standard)

EL: Increased 14.1 points (29.6 below standard)

SWD: Increased 36.8 points (88.9 below standard)

HISP: Increased 13.4 points (26.9 below standard)

CAASPP Math Actual Progress, Fall 2019

There was an overall increase in assessment results for Math:

School: Increased 4.9 points (50.5 below standard)

SED: Increased 4.4 points (54.9 below standard)

EL: Increased 4.5 points (53.6 below standard)

SWD: Increased 18.4 points (106.6 below standard)
HISP: Increased 4.2 points (54.7 below standard)

English Learner Actual Progress

ELs who decreased at least one ELPI level 13.1 %
ELs who maintained ELPI Levels 1, 2L, 2h, 3L, 3H 34%
ELs who maintained ELPI 4 2.7 %
ELs who progressed at least one ELPI level 50%

52.8% of total (144) EL students made progress towards English Language proficiency, twelve students were reclassified.

Based upon the data above, the strategies and activities implemented have been effective as they have increased student progress. Continued efforts and strategic focus in these areas will help to improve student achievement. With the continued development of the impact teams and extending AVID strategies for reading and writing, Granite Hill students were able to demonstrate an increase in overall scores. Mathematics will be the next focus area for the 2020-21 school year. More emphasis will be placed on this content area to work on improvement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences between Proposed Expenditures and Estimated Actual Expenditures include the following:

Additional expenditures took place to provide further resources for all grade levels to support ELA standards instruction and more specifically guided reading/Station instruction. AVID materials were purchased by the site. Staff salary increases caused a significant increase impacting the overall budget.

Due to COVID-19, many expenditures were not used as planned for the 2019-20 year. Budgets were frozen in order to prepare for potential district budget cuts.

Estimated decrease in expenditures will result by having students bring in their own AVID supplies.

Staff will receive additional training and support as we prepare to fully implement inclusive practices.

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.

As a result of this analysis, continued collaboration time to support grade levels is essential to planning and analyzing student data to inform instruction. Guided reading materials will be examined and supported to assist teachers with differentiated materials for student use. Balanced Math strategies will be monitored and support will be given by Math Facilitator for teachers who need to have "refresher" lessons. Grade levels will be more intentionally focused on designated ELD time and utilize lessons based upon student levels. AVID strategies will continue to be emphasized and Focused Note Taking will continue to be an intentional school wide area of collaboration and calibration. Technology Coordinator will continue to support staff with resources for distance learning.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate:	<p>Goal: Increase Attendance Rate to Maintain 1% growth for 2019-20</p> <p>Goal: 97.16% Year to Date (19-20)</p> <p>Attendance rate has been maintaining.</p>	<p>Attendance rate to date: 95.53 % (as of 2/28/20)</p> <p>Declined from last year due to student illnesses and families moving out of state/county</p>
P5 Chronic Absenteeism rate:	<p>Goal: Reduce Chronic Absenteeism rate for 2019-20 by 0.5%</p> <p>Goal: 5.8% and continue exceeding District/County/State percentages</p>	<p>Chronic Absenteeism Rate increased 3.7%- CA Dashboard indicated 10 %. In 2019-20, rate is similar in comparison.</p>
P6 Pupil Suspension rate:	<p>Goal: Maintain or Reduce Pupil Suspension Rate to remain below district average for suspension</p> <p>Maintain 1% to remain in Blue</p>	<p>Suspension Rate as reported by the CA Dashboard increased 0.7% and is at 1.8% for 2018-19. This created the decline to Orange category.</p> <p>This percentage has declined for the 2019-20 school year. GH will be out of this status next year.</p>
P6 Surveys of pupils, parents, teachers on sense of safety:	<p>2018-19 Outcome (Increase by 1-3% in each area)</p> <p>LCAP Survey Expected Outcome: How safe do you feel at your school?</p> <p>LCAP Survey, Parents: 87-90% Extremely Safe to Moderately Safe</p> <p>LCAP Survey, Students: 86.11-89.11% Extremely Safe to Moderately Safe</p> <p>LCAP Survey, Staff: 49-51% Extremely Safe to Moderately Safe</p>	<p>LCAP Survey Expected Outcome: How safe do you feel at your school?</p> <p>LCAP Survey, Parents: 84% Extremely Safe to Moderately Safe</p> <p>LCAP Survey, Students: 100% Extremely Safe to Moderately Safe (increased percentage from last year of 85%)</p> <p>LCAP Survey, Staff: 66.66 % Extremely Safe to Moderately Safe (increased percentage from last year of 48%)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of safety:	Goal: (Increase by 1-3% in each area) 2019-20: 93-95% percent of 5th grade students surveyed will report feeling safe at least some of the time/all the time.	2019-20: 95% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time based upon California Healthy Kids Survey data.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PBIS Resource materials</p> <p>a. PBIS Resource materials to support PBIS implementation on campus – instructional materials</p> <p>b. Funding to support PBIS incentive programs and attendance incentives in place – prizes, medals, SNACK attack, certificates, games, stickers, printing costs for tickets and posters</p> <p>c. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, PBIS and to prepare for upcoming events.</p> <p>d. Continue to improve customer service in the office – provide extra compensation to provide a smooth transition into school, including preparation of library use for teachers and support.</p> <p>e. Saturday school funds to support the program and replenish ADA including</p>	<p>2.1a. PBIS Resource materials to support PBIS implementation on campus – instructional materials updated, passed out and discussed with staff, morning PBIS message, expectation location and skill on weekly bulletin, PBIS weekly student club, PBIS monthly meetings</p> <p>b. PBIS Awards & Attendance recognition, Monthly Principal Attendance incentives for perfect attendance</p> <p>c. Meet with activity supervisors to discuss current safety concerns, new routines and procedures, PBIS and to prepare for upcoming events.</p>	<p>PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$255.00</p> <p>Activity Supervisors (.50 Safety & 2.75 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$8804.00</p> <p>Customer Service Improvement Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$250.00</p> <p>Activity Supervisor Meetings/Trainings 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$300.00</p>	<p>PBIS Resource Materials-frozen 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Activity Supervisors (.50 Safety & 2.75 hrs.) 2000-2999: Classified Personnel Salaries Title I District -- 500 3010 \$8804.00</p> <p>Customer Service Improvement Materials</p> <ul style="list-style-type: none"> -frozen-- <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$80.00</p> <p>Activity Supervisor Meetings/Trainings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>purchasing materials to support the Saturday School program.</p> <p>f. Mental Health Intern will work with students that may request, require or need counseling services.</p>	<p>d. Office meetings to continue to discuss customer service, extra time to prep for beginning of school year materials (AVID supplies).</p> <p>e. Saturday school monthly STEM activities, enrichment activities</p>	<p>Contracts 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1100.00</p>	<p>Contracts 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>Classified Support Staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,110.00</p>
<p>Health Care Aide (HCA)</p> <p>a. Health Care Aide (HCA) to support health services and parent communications</p> <p>b. Continue to provide in-services for staff and students regarding healthy choices and healthy decision making to support the Healthy Bodies/Healthy Minds initiative which includes Integrating SPARK recess/PE activities</p> <p>c. 100 Mile Club support (t-shirts, incentives, etc)</p>	<p>2.2a. Health Care Aide in nurse's office daily for 3 hours - covers recesses and most of lunches</p> <p>b. Support from Champions for Change. They are showing students how to grow and maintain a garden; lessons re: brain breaks for classroom teachers, power play activities for grades 4-5. Weekly playground activities/lessons to get kids active and motivated</p> <p>c. 100 Mile Club T-shirts and incentives ordered, passed out, miles tracked and rewarded. Students running and walking laps daily to earn miles for their 100 Mile Club goals. Kindness Week activities</p>	<p>Health Care Aide 3.0 Hour (.25) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,868.00</p> <p>Health Care Aide 3.0 Hour (.25) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4,868.00</p> <p>Health Care Aide 3.0 Hour (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7,668.00</p>	<p>Health Care Aide 3.0 Hour (.25) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,868.00</p> <p>Health Care Aide 3.0 Hour (.25) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4,868.00</p> <p>Health Care Aide 3.0 Hour (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7,668.00</p>
<p>Safety Coordinator and Administrative Designee</p>	<p>2.3a. Teachers communicate through radios when out of class in case of an</p>		<p>Activity Supervisor (2.75 hour)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs.</p> <p>b. Extra supervisor to support student safety</p> <p>c. Purchase materials as needed to support the development of our site safety plan</p>	<p>emergency. Campus walk-through with district personnel to advise of areas to improve on for safety.</p> <p>b. Activity Supervisor schedules revised to adjust to the new playground and shift where students are frequenting more.</p> <p>c. Materials to facilitate support of safety plan: emergency supplies, posters for signs, lamination for updated classroom evacuation routes, etc..</p>	<p>\$</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p> <p>\$</p>

Analysis

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

Many strategies/activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies including perfect attendance medals at the end of the year. Student incentives include receiving gift certificates (In and Out, Jose's Mexican Restaurant, Shakeys) for Saturday School attendance. Pencils are awarded to perfect attendance students. The attendance incentives are being revisited to increase attendance percentages based upon student interests.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

PBIS/SEL social skills implementation is ongoing throughout the school year. Teachers teach social skills and location expectations on a weekly basis. The PBIS/SEL team meets monthly to revise lessons for staff and to address any new concerns. Students are coached and work on conflict resolution whenever they encounter conflict with peers and are guided with supports (restorative circles) from admin/other staff/school psychologist. A variety of alternatives to suspension are employed and suspension is used as a last resort (on campus detention, loss of recess, community service, Saturday school, reflective writing/goal setting, apology letters, check ins, BSPs, social skills groups, safe/alternative play areas, mental health referrals, parent partnerships, teacher support with Behavior Support Specialists, SST, etc. Students are reminded and encouraged to meet behavior expectations in daily morning announcements. Incentives on campus for following SOAR expectations include monthly drawings for those "soaring Astro" students, special events, and positive principal visits.

Practices that have been put in place have impacted the number of office referrals. Data reflects a major change within the past year with the number of declining suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Budgets were frozen during school closures of 3/13/20-6/6/20 due to COVID-19. Not all expected expenditures occurred.

A decline in expenditures will be related to service contracts for interns/mental health therapists. Mental Health Interns are now housed at the District Office, and are not a site expense.

Monthly office meetings will become less frequent. One per trimester is the goal to review practices and evaluate effective public relations strategies.

Activity supervisor meetings will be held as needed rather than every month to save additional costs of hourly wages.

An increase in costs is expected to support focuses on chronic absenteeism and materials to support alternatives to suspension

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.

The district's Maintenance department has addressed campus safety by ensuring playground equipment has been updated when portions have broken. The irrigation of the field has been monitored and addressed regarding broken sprinkler lines from damage caused by a fire incident. Electrical outlets were replaced in the library after damage caused by flooding from weather related conditions. Drains in all restrooms were updated due to many plumbing issues. Monthly disaster drills (fire, earthquake, lockdown, lockout) were a major focus for our staff and students. The comprehensive safety plan was closely examined and many elements were added to address updating communication practices with families as well as district office, maintaining supplies/resources, and creating alternative solutions in event of emergencies. Speaker system is being looked at ongoing as there is a concern for staff and students not hearing announcements/emergency notifications. Current radios do not always work efficiently and are a cause for concern.

Attendance and suspension rates will be a focus for improvement. A careful analysis of grade level trends and more targeted recognition/partnerships with individual students will be reviewed.

We will continue to address welcoming environments through facility upgrades and addressing safety needs as reported.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3 Parent Engagement</p>	<p>Goal: (Increase by 1-3% in each area)</p> <p>Informed of school-wide activities: Baseline: Extremely well informed/Moderately well informed: 84-86%</p> <p>Informed of classroom activities: Baseline: Extremely well informed/Moderately well informed: 84-86%</p> <p>Opportunities to be involved with school and district decision making: Baseline: Yes 70%</p> <p>Level of participation in school-wide activities Promoter 40% 2018-19 Expected Outcome increase by 7%</p>	<p>Informed of school-wide activities: Baseline: Extremely well informed/Moderately well informed: 89%</p> <p>Informed of classroom activities: Baseline: Extremely well informed/Moderately well informed: 78%</p> <p>Opportunities to be involved with school and district decision making: Baseline: Yes 73%</p> <p>Level of participation in school-wide activities: 56% 2020-21 Expected Outcome increase by 5%</p>
<p>P5 Student Engagement</p>	<p>Goal: (Increase by 1-3% in each area)</p> <p>Student Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 89.57-91.57%</p> <p>Student Baseline: Positive learning environment: Extremely well /Moderately positive: 90.28-92.28%</p> <p>2019-20 Expected Outcome: CHKS</p>	<p>Student Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 100%</p> <p>Student Baseline: Positive learning environment: Extremely well /Moderately positive: 100 %</p> <p>Level of participation in school-wide activities: 100%</p> <p>2020-21 Expected Outcome: CHKS Student Baseline</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

Student Baseline 61-63% of the students will indicate they are connected to our school most of the time/all the time

Students Baseline 86-88% of our students feel like they are part of this school most of the time/all the time

Staff Baseline: Welcoming environment: Extremely well informed/Moderately well informed 73-75%
Staff Baseline: Collaborative Culture: Strongly Agree/Agree 77-79%

74 % of the students will indicate they are connected to our school most of the time/all the time

Student Baseline 77 % of our students feel like they are part of this school most of the time/all the time

Staff Baseline: Welcoming environment: Extremely well informed/Moderately well informed 88.89%
Staff Baseline: Collaborative Culture: Strongly Agree/Agree 100 %

P6 Surveys of pupils, parents, teachers on sense of school connectedness

Goal: (Increase by 1-3% in each area)

Student Baseline - welcoming environment 96-98%; positive learning environment maintain 100%

Parent Baseline: Welcoming environment: Extremely well informed/Moderately well informed: 88-90%
Parent Baseline: Satisfaction with Instruction: Extremely well informed/Moderately well informed: 93-95%

2019-20 Expected Outcome:
Parent Baseline - welcoming environment 91-93%; Satisfaction with the instruction: 100%

Staff Baseline - welcoming environment 91-93%; collaborative culture as school 91-93 %

Student Baseline - welcoming environment 100 %; positive learning environment maintain 100%

Parent Baseline: Welcoming environment: Extremely well /Moderately welcomed: 92 %
Parent Baseline: Satisfaction with Instruction: Extremely well /Moderately satisfied: 94 %

2020-21 Expected Outcome:
Parent Baseline - welcoming environment 96 %; Satisfaction with the instruction: 97%

Staff Baseline - welcoming environment 93%; collaborative culture as school 100 %

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Engagement</p> <p>a. Site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, CSS, digital citizenship)</p> <p>b. Parent center/areas will be available to support parent communication. (Computer, printer, library access, resources)</p> <p>c. All parents and staff will have leadership opportunities through advisory committees (i.e., ELAC, SSC, PTA)</p> <p>d. Provide translation, refreshments, and childcare for all parent engagement opportunities</p> <p>e. Parent support materials for parent outreach</p> <p>f. Materials and refreshments for Parent Night activities such as - Book Fair, Trunk or Treat Carnival, Father Daughter Dance, Mother Son Game Night, Family Walk events</p> <p>g. Use of the RAPTOR system</p> <p>h. Translator Clerk Typist to translate materials, parent meetings and be</p>	<p>3.1a. Parent trainings and workshops based upon site need have not been implemented this school year (2019-20)</p> <p>Parent Conferences occurred in October to inform parents of student progression of CSS standards.</p> <p>b. Parents have support from office staff to sign up for parent-connect, pull up lunch account information, as well as other resources</p> <p>c. ELAC and SSC meetings every month parent meetings are held monthly to discuss events</p> <p>Triple P Parent Training classes-every Wednesday morning from 9-11 for Spanish Speaking Parents</p> <p>AVID Parent Meetings to review AVID strategies and practices. Babysitting available for all school meetings.</p> <p>d. Translation provided at awards assemblies, parent involvement events and all meetings.</p> <p>e. Referrals to Parent Outreach department utilized for many families.</p> <p>f. Back to School Night</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1418.00</p> <p>Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00</p> <p>Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$379.00</p> <p>Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800.00</p> <p>\$</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$746.00</p>	<p>Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$680.00</p> <p>Parent Meeting Teacher Hourly -- frozen 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$125.00</p> <p>Parent Support Materials - frozen 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>TCT .5 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
available for translation for parents as needed	<p>Book Fair (either Fall or Spring) Trunk or Treat Community Event Walk to School Day participation with Safe Routes Father-Daughter, Mother-Son Dances Dr. Seuss night of literacy activities</p> <p>g. RAPTOR system used daily</p> <p>h. Translator Clerk Typist translates all Granite Hill documents sent home to parents, translates daily for parents in our office as well as over the phone, translates IEP and meetings with the principal. Monthly calendar of activities are sent out in English and Spanish.</p>		
<p>School Connectedness</p> <p>a. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events. (planning childcare, refreshments, etc.)</p> <p>b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours. EMCC Supplemental library management at beginning of school year—2 days</p> <p>c. Use Social Media to build school culture and community buy-in.</p>	<p>3.2a. Office Meetings discussed customer service, safety protocols, RAPTOR, developing systems for efficiency for students, staff and parents in need of office staff services, attendance incentives, PBIS/SEL support, and planning for future events.</p> <p>b. Parents utilized computers and printers in our library and office for bus pass and lunch applications, check their emails, parent connect and help their students</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$850.00</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$546.00</p> <p>Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67686.00</p>	<p>Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$450.00</p> <p>Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67,686.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Student clubs will be supported to increase student engagement at school</p>	<p>with homework or Chromebook assignments.</p> <p>c.Principal used Facebook account and Granite Hill website to communicate and share events, news, important information or support.</p> <p>d.Granite Hill Student council organized activities for students, encouraged PBIS/SEL, AVID and parent events. Students can participate in Band on a weekly basis.</p> <p>Kindness Week - Granite Hill students had a list of activities revolved around kindness to support positive behavior. Red Ribbon Week activities to promote a drug-free lifestyle</p>		

Analysis

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

Opportunities for parent involvement & participation in advisory groups is highly encouraged. Granite Hill offers a variety of events welcoming parents to the school site. These additional activities provide opportunities for teachers and parents to converse and build positive relationships. Workshops/parent nights are planned to support site and district initiatives and provide parents the tools to be effective partners in the learning journey. There are also regular college and career readiness workshops for parents and teachers.

Additional modes of communication are in place such as marquee, PeachJar, school website, Facebook, etc. Teachers continue to use Class Dojo to keep parents informed of classroom activities and student progress. Office staff utilizes Q Communication messages to notify parents of school activities and important notices.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Granite Hill has made intentional efforts to build positive relationships with the families that we service. Our surveys indicate an increase from 87% (2018-19) to 92 % (2019-2020) in regards to parents feeling as if they are welcome on campus. Parents are quickly notified of any issue directly related to their children. All communications are offered to parents in both English and Spanish. One of our families needs ASL translation; RCOE provides translators when we have parent conferences. Student perception of GH being a welcoming environment increased from 95-100%. They feel as if their voices are heard and respected as they are informing staff of incident or just wanting to share ideas.

PBIS/SEL Coach has maintained monthly meetings designed to teaching specific skills and targeting students and families in need of support. CHKS indicates an increase in the students feeling like they are part of the school and are connected. Building positive relationships has been a focus of our PBIS/SEL and AVID teams as well.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

With moving to full inclusion, there will be some additional need for subs to provide release time for teachers to connect with parents. Collaboration opportunities with the general education staff and special education staff will be made available.

Distance learning will include the opportunity to place many school notifications online. Parent meetings may also be held through Zoom/Google Meet to include feedback during school closures due to COVID19.

There might be an increased printing cost to increase communication to families regarding school policies and functions. Copy machine lease is expiring. A new copier purchase or lease to print parent materials, report cards, etc. is essential and will be factored into the budget.

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.

As staff increases use of class dojo, parent engagement will increase as a result of parents being notified of what is going on in the classroom and at school. Level of parent participation increased from 40% to 56% but there is still room for growth. Recent developments with COVID19 has required teachers to utilize Class DoJo and Q Communications more frequently to notify parents of new developments. This will be a continued practice.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	241,942.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	464,294.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	153140.00	0.00
Title I Parent Involvement -- 3010 1902	1707.00	0.00
Title I District -- 500 3010	68126.00	0.00
Title III LEP -- 4203	5297.00	0.00
LCFF Suppl/Conc -- 0707	100080.00	0.00
LCFF District -- 500 0707	135944.00	0.00

School Site Council Membership

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

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

Name of Members	Role
Erika Villa	Parent or Community Member
Virgina Ojeda	Parent or Community Member
Rosa Ramirez	Parent or Community Member
Yazmin Tinajero	Parent or Community Member
Kristin Alkire	Classroom Teacher
Tammy Patterson	Principal
Corina Cadiz (alternate)	Other School Staff
Norma Coss	Classroom Teacher
Adrienne Lara	Classroom Teacher
Genesis Guevara	Parent or Community Member
Laurie Cobb	Other School Staff
Kulwant Sran (alternate)	Parent or Community Member
Kathleen Zaragoza (alternate)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/21/2020.

Attested:

Principal, Tammy Patterson on May 21, 2020

SSC Chairperson, Kristin Alkire on May 21, 2020



Title I School-Level Parental Involvement Policy Granite Hill Elementary School

Granite Hill has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTA), and District School Liaison Team (DSLTL) when in program improvement status.] The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Granite Hill the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- *During Annual Title I Parent Meeting, at a School Site Council Meeting.*

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- *A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.*

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy. **

- *An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.*
- *Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.*

The school provides parents of Title I students with timely information about Title I programs.

- *Through parent newsletters, SSC, ELAC, and PTA.*

The school provides parents of Title I students 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.

- *At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for SBAC and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.*

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *Through informal parent requests for meetings, and parent conferences, parent teas, SSC, ELAC, and PTA.*

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

School-Parent Compact

Granite Hill distributes to parents of Title I students a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress;

access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through the First Day Packet that goes home with every student. A copy of the compact is attached as part of the policy.

Building Capacity for Involvement

Granite Hill engages Title I parents in meaningful interactions with the school. It 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 Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- *At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.*

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

- *Training to empower parents to support and assist their children's education. This may include such activities as: Family Math Training, Family Literacy Night, and Family Science Night, and other relevant Parent education efforts.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- *At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.*

The school coordinates and integrates the Title I 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.

- *Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.*
- *Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition*

assemblies, supplying the school with needed materials, equipment, career information, and role modeling.

- *Through parent newsletters, kindergarten orientations, student study teams, our Parent Resource Center and referral to viable parent resources.*

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

- *School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.*

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

- *Parent involvement strategies within the SPSA are integrated based on parent input through survey data.*
- *Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.*

Accessibility

Granite Hill provides opportunities for the participation of all Title I 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.

- *All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.*
- *Access to all facilities and parking are provided to parents with disabilities.*

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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
<input type="text"/>	<input type="checkbox"/> State Compensatory Education Advisory Committee
<input type="text" value="E. Villa"/>	<input checked="" type="checkbox"/> English Learner Advisory Committee Erika Maria Villa.
<input type="text"/>	<input type="checkbox"/> Special Education Advisory Committee
<input type="text"/>	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<input type="text"/>	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<input type="text"/>	<input type="checkbox"/> Compensatory Education Advisory Committee
<input type="text"/>	<input type="checkbox"/> Departmental Advisory Committee
<input type="text"/>	<input type="checkbox"/> Other:

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.

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Attested:

Principal, Tammy Patterson on May 21, 2020
5/21/20

SSC Chairperson, Kiair Alkire on May 21, 2020
Kiair 5/21/20

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