



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Granite Hill Elementary School	33-67090-6110548	May 15, 2025	June 24, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Granite Hill Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts identifying the English Learner student group demonstrating lower proficiency than their peers in all content areas.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for this identified subgroup. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of an after school Extended Learning Opportunity for students to receive extra support with content standards. Teachers were provided additional professional development to focus on ELA skills to support ELD instruction. An ELD enrichment plan supported EL students to build on language proficiency skills and will be continued in the upcoming school year. All teachers will be trained in QTEL (Quality Teaching for English Learners) strategies to support ELD instruction. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify which strategies are most effective and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

## Educational Partner Involvement

How, when, and with whom did your Granite Hill Elementary 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 actively involved in the development and planning process for the SPSA at Granite Hill. Educational partners are invited and encouraged to attend all advisory group meetings for the School Site Council, English Language Advisory Committee, Community Schools Council, Gifted Advisory Council, Special Education Parent Awareness Committee, African American Parent Advisory Council, PBIS Committee and parent planning groups for activities. Flyers, letters, social media postings, site and district websites, and phone calls are made to communicate opportunities for involvement in the decision-making process. School-wide usage of Class DoJo has been implemented to facilitate communication between home and school.

**Parent Advisory Groups:** These key decision-making groups provide input to the School Site Council to inform actions and implement changes to the school plan. Parents and community members are welcome and invited to attend the meeting for any of the advisory groups. School Site Council members are selected through a nomination and voting process. All families are sent a ballot with the nominee names to vote on in the Fall of the school year to establish the official members. Typically, six meetings are held each year to review the plan components, budget, and actions taken to support the school's goals. Parent surveys are conducted to capture additional input for those unable to attend scheduled site meetings.

**Students-** Students are engaged in leadership opportunities/student council (PALS). Their voice is captured through Panorama student surveys and informal polls conducted by staff to determine interest in possible activities or incentives.

Students participate in some of the parent committee meetings to provide student voice in site decisions. They serve as ambassadors for new students to welcome them to the school.

School Faculty and Staff—The Leadership Team consists of grade-level leaders, special education representatives, intervention support teachers, classified staff (Classified Ambassador), and administrator (principal). The team provides input on the plan and evaluates student progress throughout the year to determine the effectiveness of instructional programs and school initiatives. Input is gathered through LCAP surveys for all faculty/staff members.

Community-A Community Schools Council was established as part of the recent grant designating GH as a community school. Partnerships with families, outside agencies, and school site staff are being developed to encourage joint participation and make the site a central hub for resources. The goal is to serve our surrounding families and improve students' overall achievement. A Community School needs assessment was conducted, and families identified topics that they felt support was needed: financial literacy classes, positive discipline strategies, English classes, and homework help with strategies to assist their children at home. This Council has an Implementation Plan that is strategically aligned with the SPSA.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on the CA School Dashboard, Granite Hill's overall performance indicates English Learner Progress in the Orange (Low) performance category. There were no state indicators that were in the Red (Very Low) category for the overall school performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There were no student subgroups that were two or more levels below All Students. There were no subgroups in the Red category based on this data.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To address the English Language subgroup's low performance in ELA, GH offered an Enrichment class through Community Schools funding to specifically target the development of English proficiency to assist students with preparation for the ELPAC and the ELA portion of the state assessment. QTEL professional development training was mandated for all 4-6 grade teachers to support ELD instruction. In the 25-26 school year, primary teachers TK-3 will be added to QTEL training to make it a schoolwide focus to enhance student achievement. EL students will be targeted specifically for attendance monitoring to work on engagement and to ensure that they are not missing valuable instruction. NWEA benchmark assessments will be monitored closely to determine student progress and identify specific instructional interventions that need to be put in place. More collaboration between the general education teachers and special education staff was prioritized to establish more conversations around best instructional and inclusive practices especially with the addition of two SDC classes this year. Certificated resident substitute provided additional instruction to student groups on days that they were not assigned to classrooms to review literacy and math foundational skills. Teachers continue to identify writing as an area of weakness and will focus on development of strategies to use in all content areas and share with colleagues in other grade levels to develop consistent practices.

An intensive focus has been placed on improving attendance throughout the district. Granite Hill has an established attendance team that monitors attendance data on a weekly basis and meets with parents regularly to offer resources and support. This partnership has helped to increase student engagement and show an increase in attendance rates and a decrease in chronic absenteeism rates. Students with extended absences are offered independent study contracts to support average daily attendance rates and help them keep up with their class assignments. More intensive efforts to address attendance for our English Learner subgroup will be implemented.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Granite Hill Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.74%	0.51%	1.05%	3	2	4
African American	1.23%	1.27%	1.05%	5	5	4
Asian	0.99%	1.52%	1.84%	4	6	7
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	86.95%	87.06%	84.51%	353	343	322
Pacific Islander	0.49%	0.51%	0.52%	2	2	2
White	7.39%	7.11%	9.19%	30	28	35
Multiple/No Response	0.74%	0.76%	0.52%	3	3	2
Total Enrollment				406	394	381

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			19
Kindergarten	49	64	54
Grade 1	54	47	48
Grade 2	50	51	47
Grade3	54	52	53
Grade 4	50	55	55
Grade 5	74	50	54
Grade 6	75	75	51
Total Enrollment	406	394	381

#### Conclusions based on this data:

- Granite Hill enrollment has been steadily declining as representative of community changes throughout the school district. Kindergarten and 6th grade have been greatly impacted.
- The Hispanic population has remained consistent throughout the years. This continues to be Granite Hill's largest subgroup and emphasis is placed on services for these students as evidenced by the need based on academic performance scores.

3. The GH community is older and established with few new families. Newer housing projects are not within the attendance boundaries and do not benefit GH directly. There has been an increase in the number of student transfers.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	136	136	136	32.4%	33.5%	35.7%
Fluent English Proficient (FEP)	55	41	31	15.7%	13.5%	8.1%
Reclassified Fluent English Proficient (RFEP)	5	8	8	4%	4%	5.9%

### Conclusions based on this data:

1. Despite declining enrollment, the number of English Learners and the percentage of the overall school population have remained fairly consistent. There has been a slight increase in percentage for English Learners but it is proportional to the overall school enrollment. Every classroom services EL students of all proficiency levels and designates time to develop English proficiency throughout the instructional day.
2. The overall percentage of Fluent English Proficient students are showing significant decline but is proportional to the trend with the overall school population.
3. The total of Reclassified Fluent English Proficient students has slightly increased in percentage although it is the same number of students from the previous year. More intensive enrichment opportunities are being explored to provide students more practice with developing the English language.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	52	51	56	50	49	56	50	49	100.0	96.2	96.1
Grade 4	49	54	54	49	54	53	49	54	53	100.0	100.0	98.1
Grade 5	75	51	58	74	50	57	74	50	57	98.7	98.0	98.3
Grade 6	75	75	49	75	75	47	75	75	47	100.0	100.0	95.9
All Grades	255	232	212	254	229	206	254	229	206	99.6	98.7	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2356.	2355.	2361.	14.29	8.00	8.16	8.93	10.00	22.45	21.43	26.00	20.41	55.36	56.00	48.98
Grade 4	2387.	2405.	2395.	4.08	5.56	5.66	10.20	11.11	13.21	14.29	25.93	26.42	71.43	57.41	54.72
Grade 5	2467.	2441.	2466.	8.11	6.00	12.28	24.32	20.00	19.30	32.43	20.00	33.33	35.14	54.00	35.09
Grade 6	2502.	2471.	2471.	12.00	5.33	4.26	29.33	14.67	27.66	26.67	32.00	23.40	32.00	48.00	44.68
All Grades	N/A	N/A	N/A	9.84	6.11	7.77	19.69	13.97	20.39	24.80	26.64	26.21	45.67	53.28	45.63

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.93	8.00	6.12	48.21	54.00	48.98	42.86	38.00	44.90
Grade 4	4.08	3.70	7.55	46.94	61.11	49.06	48.98	35.19	43.40
Grade 5	5.41	8.00	7.02	67.57	54.00	63.16	27.03	38.00	29.82
Grade 6	8.00	5.33	6.38	54.67	46.67	57.45	37.33	48.00	36.17
All Grades	6.69	6.11	6.80	55.51	53.28	54.85	37.80	40.61	38.35

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.71	4.00	6.12	35.71	42.00	61.22	53.57	54.00	32.65
Grade 4	4.08	1.85	3.77	48.98	50.00	50.94	46.94	48.15	45.28
Grade 5	9.46	8.00	8.77	58.11	54.00	63.16	32.43	38.00	28.07
Grade 6	16.00	6.67	0.00	52.00	49.33	48.94	32.00	44.00	51.06
All Grades	10.63	5.24	4.85	49.61	48.91	56.31	39.76	45.85	38.83

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.57	4.00	4.08	69.64	70.00	69.39	26.79	26.00	26.53
Grade 4	4.08	3.70	5.66	71.43	62.96	66.04	24.49	33.33	28.30
Grade 5	6.76	8.00	8.77	72.97	58.00	73.68	20.27	34.00	17.54
Grade 6	16.00	6.67	6.38	70.67	72.00	76.60	13.33	21.33	17.02
All Grades	8.27	5.68	6.31	71.26	66.38	71.36	20.47	27.95	22.33

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.57	2.00	4.08	60.71	58.00	53.06	35.71	40.00	42.86
Grade 4	2.04	1.85	3.77	73.47	74.07	64.15	24.49	24.07	32.08
Grade 5	10.81	12.00	3.51	64.86	52.00	77.19	24.32	36.00	19.30
Grade 6	21.33	10.67	8.51	61.33	58.67	72.34	17.33	30.67	19.15
All Grades	10.63	6.99	4.85	64.57	60.70	66.99	24.80	32.31	28.16

#### Conclusions based on this data:

1. As a school, overall percentages of students in all grades who are scoring below the standards in the defined categories have decreased. This can be attributed to after school ELO sessions, ELD after school learning opportunities, and enrichment classes during Saturday school.

2. Overall achievement scores have improved in third grade specifically. This is due to the overall focus on Writing standards and the intense work during small group instruction to provide modeling and structured supports and resources. The goal is to "scale up" and have strategies shared with other grade level teams.
3. Percentage increases for those At or Near Standard in the area of Listening and Writing for all grades are positive indicators that strategies being implemented in ELD and small groups are effective. Leadership team analyzed data for Reading. More emphasis will be allocated to comprehension strategies since currently the main focus is on decoding/phonics instruction.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	51	51	56	50	51	56	50	51	100.0	98.0	100
Grade 4	49	54	54	49	54	53	49	54	53	100.0	100.0	98.1
Grade 5	75	51	58	74	50	58	74	50	58	98.7	98.0	100
Grade 6	75	75	49	75	75	49	75	75	49	100.0	100.0	100
All Grades	255	231	212	254	229	211	254	229	211	99.6	99.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2368.	2361.	2382.	5.36	2.00	11.76	16.07	18.00	19.61	25.00	22.00	21.57	53.57	58.00	47.06
Grade 4	2371.	2405.	2396.	0.00	1.85	0.00	4.08	7.41	11.32	24.49	35.19	26.42	71.43	55.56	62.26
Grade 5	2436.	2426.	2448.	0.00	0.00	5.17	6.76	8.00	15.52	31.08	36.00	27.59	62.16	56.00	51.72
Grade 6	2476.	2464.	2434.	6.67	5.33	0.00	12.00	9.33	8.16	38.67	29.33	30.61	42.67	56.00	61.22
All Grades	N/A	N/A	N/A	3.15	2.62	4.27	9.84	10.48	13.74	30.71	30.57	26.54	56.30	56.33	55.45

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.36	4.00	7.84	42.86	36.00	41.18	51.79	60.00	50.98
Grade 4	0.00	1.85	0.00	36.73	42.59	39.62	63.27	55.56	60.38
Grade 5	1.35	0.00	6.90	40.54	46.00	41.38	58.11	54.00	51.72
Grade 6	6.67	5.33	2.04	48.00	42.67	30.61	45.33	52.00	67.35
All Grades	3.54	3.06	4.27	42.52	41.92	38.39	53.94	55.02	57.35

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	8.00	17.65	50.00	48.00	41.18	42.86	44.00	41.18
Grade 4	2.04	3.70	1.89	38.78	40.74	50.94	59.18	55.56	47.17
Grade 5	2.70	0.00	6.90	55.41	60.00	48.28	41.89	40.00	44.83
Grade 6	8.00	2.67	2.04	61.33	57.33	46.94	30.67	40.00	51.02
All Grades	5.12	3.49	7.11	52.76	51.97	46.92	42.13	44.54	45.97

#### Conclusions based on this data:

1. Third grade has made great growth in the area of Communicating Reasoning. This was due to the Grassroots professional development training for grades 1-3 that emphasized building foundational concepts and enhancing problem-solving skills by explaining their thinking. Teachers implemented the strategies learned consistently throughout the year.
2. Third and Fifth grade had the most overall growth in percentage of students exceeding or meeting the standards. Both grade levels routinely targeted small group instruction concentrating on math foundations and intensely monitored student progress on individual goals set. With the assistance of the Math Support Teacher, they analyzed learning gaps of students based on NWEA data and differentiated skills /lessons to those needs. During grade level collaboration, these teams presented strategies to support school wide achievement.
3. Fourth grade declined in Problem Solving/Data Analysis. Additional time with the Math Support Teacher was allotted for the grade level to allow for more differentiated support. Analysis of student work showed that the majority are struggling with basic facts and procedures and this makes it difficult to apply those skills to real-world mathematical problems.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	1398.3	1423.9	*	1415.4	1439.7	*	1358.0	1386.1	8	24	27
<b>1</b>	1446.4	1438.8	1409.4	1471.4	1467.8	1424.8	1420.9	1409.5	1393.7	18	12	17
<b>2</b>	1463.1	1456.5	1458.9	1485.2	1472.2	1471.3	1440.4	1440.3	1445.9	19	16	15
<b>3</b>	1473.4	1476.8	1466.6	1479.0	1478.1	1457.5	1467.3	1475.1	1474.9	22	17	19
<b>4</b>	1486.6	1501.1	1493.8	1478.6	1493.5	1495.6	1494.0	1508.1	1491.2	22	19	17
<b>5</b>	1521.5	1528.7	1516.6	1518.1	1513.2	1512.9	1524.3	1543.7	1519.8	23	19	21
<b>6</b>	1518.4	1546.0	1494.5	1510.9	1544.0	1483.5	1525.2	1547.2	1505.0	17	22	14
<b>All Grades</b>										129	129	130

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	4.17	14.81	*	29.17	40.74	*	41.67	29.63	*	25.00	14.81	*	24	27
<b>1</b>	5.56	0.00	17.65	38.89	25.00	17.65	33.33	75.00	35.29	22.22	0.00	29.41	18	12	17
<b>2</b>	15.79	0.00	6.67	31.58	43.75	20.00	21.05	37.50	60.00	31.58	18.75	13.33	19	16	15
<b>3</b>	9.09	11.76	5.26	9.09	11.76	26.32	63.64	70.59	36.84	18.18	5.88	31.58	22	17	19
<b>4</b>	4.55	0.00	0.00	36.36	47.37	41.18	40.91	42.11	41.18	18.18	10.53	17.65	22	19	17
<b>5</b>	13.04	26.32	9.52	43.48	36.84	61.90	39.13	26.32	9.52	4.35	10.53	19.05	23	19	21
<b>6</b>	5.88	18.18	14.29	35.29	50.00	28.57	52.94	31.82	21.43	5.88	0.00	35.71	17	22	14
<b>All Grades</b>	10.08	9.30	10.00	34.11	35.66	35.38	40.31	44.19	32.31	15.50	10.85	22.31	129	129	130

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	8.33	18.52	*	37.50	48.15	*	33.33	18.52	*	20.83	14.81	*	24	27
<b>1</b>	27.78	16.67	17.65	38.89	50.00	29.41	33.33	33.33	35.29	0.00	0.00	17.65	18	12	17
<b>2</b>	36.84	0.00	13.33	31.58	68.75	40.00	21.05	25.00	33.33	10.53	6.25	13.33	19	16	15
<b>3</b>	9.09	11.76	10.53	36.36	47.06	42.11	54.55	35.29	21.05	0.00	5.88	26.32	22	17	19
<b>4</b>	13.64	21.05	17.65	54.55	57.89	64.71	22.73	15.79	17.65	9.09	5.26	0.00	22	19	17
<b>5</b>	26.09	47.37	28.57	65.22	21.05	52.38	8.70	26.32	14.29	0.00	5.26	4.76	23	19	21
<b>6</b>	23.53	40.91	14.29	52.94	54.55	42.86	17.65	4.55	28.57	5.88	0.00	14.29	17	22	14
<b>All Grades</b>	22.48	21.71	17.69	48.84	47.29	46.15	24.81	24.03	23.08	3.88	6.98	13.08	129	129	130

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	0.00	11.11	*	12.50	18.52	*	54.17	55.56	*	33.33	14.81	*	24	27
<b>1</b>	0.00	0.00	17.65	27.78	8.33	17.65	33.33	41.67	23.53	38.89	50.00	41.18	18	12	17
<b>2</b>	10.53	0.00	0.00	26.32	25.00	26.67	15.79	25.00	20.00	47.37	50.00	53.33	19	16	15
<b>3</b>	0.00	5.88	5.26	13.64	11.76	5.26	54.55	47.06	52.63	31.82	35.29	36.84	22	17	19
<b>4</b>	4.55	0.00	0.00	22.73	36.84	17.65	36.36	52.63	41.18	36.36	10.53	41.18	22	19	17
<b>5</b>	4.35	15.79	0.00	21.74	26.32	28.57	60.87	42.11	47.62	13.04	15.79	23.81	23	19	21
<b>6</b>	0.00	13.64	7.14	29.41	31.82	7.14	52.94	40.91	50.00	17.65	13.64	35.71	17	22	14
<b>All Grades</b>	3.88	5.43	6.15	23.26	22.48	17.69	43.41	44.19	43.08	29.46	27.91	33.08	129	129	130

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	12.50	22.22	*	75.00	59.26	*	12.50	18.52	*	24	27
<b>1</b>	50.00	50.00	29.41	44.44	50.00	52.94	5.56	0.00	17.65	18	12	17
<b>2</b>	36.84	12.50	20.00	57.89	75.00	66.67	5.26	12.50	13.33	19	16	15
<b>3</b>	22.73	17.65	21.05	68.18	70.59	47.37	9.09	11.76	31.58	22	17	19
<b>4</b>	27.27	10.53	29.41	59.09	78.95	70.59	13.64	10.53	0.00	22	19	17
<b>5</b>	17.39	15.79	23.81	73.91	68.42	57.14	8.70	15.79	19.05	23	19	21
<b>6</b>	11.76	27.27	7.14	70.59	72.73	64.29	17.65	0.00	28.57	17	22	14
<b>All Grades</b>	27.91	19.38	22.31	62.79	71.32	59.23	9.30	9.30	18.46	129	129	130

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	12.50	29.63	*	62.50	51.85	*	25.00	18.52	*	24	27
1	16.67	16.67	17.65	77.78	75.00	52.94	5.56	8.33	29.41	18	12	17
2	31.58	25.00	26.67	57.89	75.00	60.00	10.53	0.00	13.33	19	16	15
3	18.18	17.65	15.79	63.64	64.71	47.37	18.18	17.65	36.84	22	17	19
4	13.64	31.58	23.53	68.18	52.63	76.47	18.18	15.79	0.00	22	19	17
5	69.57	57.89	71.43	30.43	26.32	19.05	0.00	15.79	9.52	23	19	21
6	35.29	72.73	35.71	64.71	27.27	50.00	0.00	0.00	14.29	17	22	14
All Grades	31.01	34.88	32.31	60.47	52.71	50.00	8.53	12.40	17.69	129	129	130

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	0.00	*	79.17	81.48	*	20.83	18.52	*	24	27
1	5.56	0.00	23.53	27.78	25.00	23.53	66.67	75.00	52.94	18	12	17
2	5.26	6.25	0.00	47.37	43.75	53.33	47.37	50.00	46.67	19	16	15
3	0.00	5.88	0.00	27.27	29.41	42.11	72.73	64.71	57.89	22	17	19
4	0.00	0.00	0.00	45.45	73.68	52.94	54.55	26.32	47.06	22	19	17
5	4.35	26.32	0.00	69.57	52.63	71.43	26.09	21.05	28.57	23	19	21
6	0.00	18.18	0.00	41.18	40.91	28.57	58.82	40.91	71.43	17	22	14
All Grades	3.10	8.53	3.08	46.51	51.94	53.85	50.39	39.53	43.08	129	129	130

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	12.50	25.93	*	50.00	44.44	*	37.50	29.63	*	24	27
1	5.56	0.00	17.65	72.22	75.00	41.18	22.22	25.00	41.18	18	12	17
2	10.53	6.25	6.67	52.63	87.50	60.00	36.84	6.25	33.33	19	16	15
3	9.09	5.88	5.26	77.27	76.47	78.95	13.64	17.65	15.79	22	17	19
4	18.18	15.79	5.88	50.00	78.95	70.59	31.82	5.26	23.53	22	19	17
5	13.04	15.79	9.52	78.26	73.68	71.43	8.70	10.53	19.05	23	19	21
6	17.65	22.73	14.29	76.47	72.73	57.14	5.88	4.55	28.57	17	22	14
All Grades	13.18	12.40	13.08	66.67	72.09	60.00	20.16	15.50	26.92	129	129	130



**Conclusions based on this data:**

1. Primary grades (K-2) have shown tremendous growth for students who scored a level 4 (Well Developed) in the Writing Domain, Speaking Domain, Written Language, and Oral Language. Structured literacy supports, small group instruction, and intervention strategies are effectively helping to develop these skills.
2. The Writing Domain Percentage of Students at the Beginning Level has shown an increase in students which indicates that grade levels need to emphasize various strategies to enhance writing instruction. This has been a schoolwide trend over the past few years and grade level teams have been analyzing ways to add more rigor to designated writing blocks. Integration of writing into all content areas has been a priority for all grade levels.
3. Speaking interactions are embedded for students to collaborate and have effective models for language production based on the QTEL model (Quality Teaching for English Learners). Students are working on building their confidence in responding to oral comprehension questions which will hopefully transition into writing skills when answering in a written format.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
381	85.3%	35.7%	0.3%
Total Number of Students enrolled in Granite Hill Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	35.7%
Foster Youth	1	0.3%
Homeless	0	0.0%
Socioeconomically Disadvantaged	325	85.3%
Students with Disabilities	32	8.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1%
American Indian	4	1%
Asian	7	1.8%
Filipino	0	0.0%
Hispanic	322	84.5%
Two or More Races	2	0.5%
Pacific Islander	2	0.5%
White	35	9.2%

**Conclusions based on this data:**

1. With such a high socioeconomically disadvantaged student group population, this data identifies a need for Granite Hill to support families with resources to assist with basic needs, attendance, and counseling referrals. We are addressing this need through our Community Schools program to assist our families.
2. Granite Hill has a high percentage of Hispanic students which correlates with the overall number of English Learners. This emphasizes the need to have a strong program to support English Learners to develop their language skills.
3. Granite Hill's Students with Disabilities student group has been slightly increasing over the past few years. More attention has been focused on monitoring this subgroup in regards to attendance, academic performance, and behavioral support.

# School and Student Performance Data

## Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Orange</p></div>		

### Conclusions based on this data:

1.
- The strategic behavioral strategies that have been implemented at Granite Hill through Positive Behavioral Intervention Supports have shown a positive impact on the overall Suspension Rate. Students are responding to restorative practice strategies. Intense efforts to increase student engagement and attendance have made a positive gain in the Chronic Absenteeism rate (changing color status from Orange to Yellow).

2. The English Learner Progress indicator shows that continued targeted opportunities are needing to be offered to English Learners to continue practice English language/speaking skills. Currently, QTEL (Quality Teaching for English Learners) strategies are taking place in classrooms for grades 4-6. Schoolwide emphasis will continue in 2025 once all primary teachers are trained in QTEL .
3. English Language Arts has increased positively from Orange in 2023 to Yellow in 2024. Consistency with small group instruction and intense focus on phonics/decoding strategies have helped students to develop their reading fluency. Vocabulary development strategies have been stressed throughout all grade levels and this has made an impact with students' growth targets.

# School and Student Performance Data

## Academic Performance English Language Arts

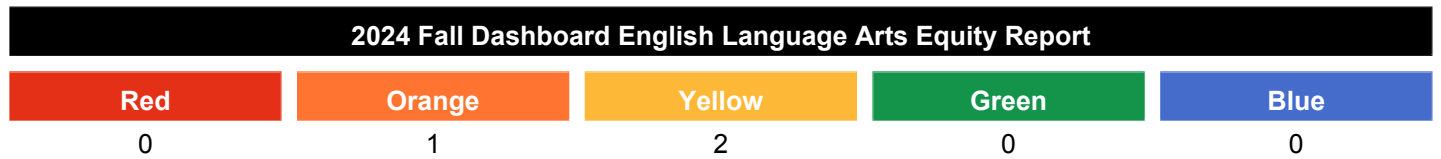
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>59.6 points below standard</div> <div>Increased 5.7 points</div> <div>199 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>77.3 points below standard</div> <div>Increased 5.3 points</div> <div>79 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>57.7 points below standard</div> <div>Increased 8.3 points</div> <div>180 Students</div>

<b>Students with Disabilities</b>  No Performance Color 136.8 points below standard Declined 27.0 points 30 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 3 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Yellow 64.3 points below standard Increased 5.4 points 171 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  No Performance Color 24.6 points below standard Increased 43.2 points 13 Students

#### Conclusions based on this data:

1. The 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group show a slight increase in all significant subgroups. Current efforts designated for small group instruction, student academic goal setting, designated ELD time/strategies, and increased attendance initiatives are showing an impact on overall student achievement. This increase led to the performance level color change from Orange to Yellow for the Socioeconomically Disadvantaged and Hispanic student subgroups from the previous year.
2. The Students with Disabilities subgroup showed a decline from the previous year. More inclusive efforts have been put into place to address the learning gaps for these students. Increased collaboration among the General Education teachers and the Special Education staff has been a focus to enhance articulation on grade level standards and Individual Educational Plan goals. Supports were put into place to address attendance concerns for this group of students to help increase engagement and participation.
3. The English Learner subgroup changed the performance level color from Red to Orange from the previous year. Instruction has been focused on academic rigor and collaborative conversations to continue student improvements in developing their English proficiency skills. After school ELD groups focused primarily on speaking and listening skills and this has assisted with progress in the reading/writing standards.

# School and Student Performance Data

## Academic Performance Mathematics

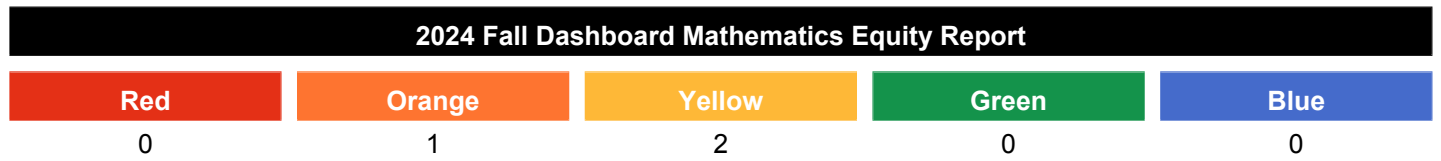
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>80.2 points below standard</div> <div>Increased 4.5 points</div> <div>200 Students</div>	<div>English Learners</div> <div> Orange</div> <div>91.3 points below standard</div> <div>Maintained 1.3 points</div> <div>80 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>81.5 points below standard</div> <div>Increased 4.8 points</div> <div>181 Students</div>



<b>Students with Disabilities</b>  No Performance Color 163.1 points below standard Declined 26.9 points 30 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 3 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Yellow 83.6 points below standard Increased 4.0 points 172 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  No Performance Color 36.5 points below standard Increased 26.4 points 13 Students

#### Conclusions based on this data:

1. The 2024 Fall Dashboard Mathematics Performance for All Students/Student Group show a slight increase in all significant subgroups. Current efforts designated for small group instruction, student academic goal setting, designate Math Support Teacher time/strategies, and increased attendance initiatives are showing an impact on overall student achievement. This increase led to the performance level color change from Orange to Yellow for the Hispanic student subgroup from the previous year.
2. The Students with Disabilities subgroup showed a decline from the previous year. More inclusive efforts have been put into place to address the learning gaps for these students. Increased collaboration among the General Education teachers and the Special Education staff has been a focus to enhance articulation on grade level standards and Individual Educational Plan goals. Supports were put into place to address attendance concerns for this group of students to help increase engagement and participation.
3. Students designated as Socioeconomically Disadvantaged maintained their performance status due to intensive intervention efforts. Students have been actively monitored and receiving additional weekly instruction with the MST. Attendance efforts have also made an impact increasing student achievement scores since they are present for daily instruction.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
41.5% making progress.	making progress.
Number Students: 94 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1%	39.4%	0%	41.5%

### Conclusions based on this data:

1. The total number of English Learners declined slightly from the previous year which does impact overall percentages. There was a decline from 2023 to 2024; 49% making progress towards English proficiency versus the current 41.5%. There was a rise of Newcomer students (those in the US for less than a year) at Granite Hill in 2024. This made an impact on the overall progress level since they began their school year at a Level 1 status.
2. Due to efforts made during classroom designated ELD times for targeted instruction, the percentage of students that decreased one ELPI level was 19.1%. In 2023, it was 23.5% showing a difference of 4.4%. Continued supports with QTEL training and implementation were added for grades 4-6.
3. The percentage of students that maintained the ELPI Level went up 11.9% from 2023 (27.5%) to 39.4%. This is encouraging since the students did not show regression. The focus on small group instruction and schoolwide attendance initiatives contributed greatly to this data since students are in class daily receiving individualized support.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>24% Chronically Absent</div> <div>Declined 8.1</div> <div>400 Students</div>	<div>English Learners</div> <div> Orange</div> <div>22.2% Chronically Absent</div> <div>Declined 4.4</div> <div>144 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>25% Chronically Absent</div> <div>Declined 8.1</div> <div>348 Students</div>

<b>Students with Disabilities</b>  Yellow 18.4% Chronically Absent Declined 18.4 38 Students	<b>African American</b>  No Performance Color 63.6% Chronically Absent 0 11 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Yellow 22.4% Chronically Absent Declined 9.9 335 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  No Performance Color 30.6% Chronically Absent Declined 17.7 36 Students

#### Conclusions based on this data:

1. The 2024 Fall Dashboard Chronic Absenteeism for All Students/Student Group report indicates that Hispanic and the Socioeconomically Disadvantaged groups have declined to reach the Yellow performance level for chronically absent. This progress indicates that school wide attendance initiatives are showing a positive result in the overall data. The EL student subgroup also showed some decline with chronic absenteeism but not significantly enough to make an impact on the performance color.
2. The 2024 Fall Dashboard Chronic Absenteeism for All Students/Student Group report shows that there was a significant decrease in absenteeism rates (decline of 18.4%) for the Students with Disabilities subgroup. Students with Disabilities families have met with school staff to discuss attendance concerns and supports needed to assist with getting students to school. This has led to a change from Red to Yellow in the performance color.
3. Current incentives that are in place to encourage attendance and student engagement will continue in order to make further progress and move the performance indicator to the next level.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

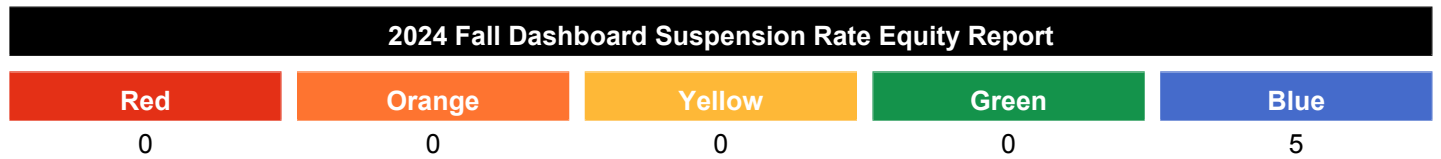
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>421 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>148 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>367 Students</div>

<b>Students with Disabilities</b>  Blue 0% suspended at least one day Maintained 0% 41 Students	<b>African American</b>  No Performance Color 0% suspended at least one day 15 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Blue 0% suspended at least one day Maintained 0% 351 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Blue 0% suspended at least one day Maintained 0% 36 Students

#### Conclusions based on this data:

1. The strategic behavioral supports that have been implemented at GH through Positive Behavioral Intervention Supports have shown a positive impact on the overall Suspension Rate. Students are responding to restorative practice strategies.
2. All student groups have maintained or shown a decline in suspension rates. Alternate behavioral corrections have been effective in creating a safe learning environment. 2024 Fall Dashboard Suspension Rate Equity Report shows that all student groups are in the Blue category.
3. Granite Hill commits to continue current practices in order to maintain the status of Blue-highest performance level. Current PBIS work is being reviewed for state certification.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **All students will be college and career ready.**

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

### Identified Need

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

The CA Dashboard identifies English Language Arts and Math as showing an increase in overall student achievement. English Language Arts overall performance level was designated as Yellow. The English Language subgroup increased by 5.3 points, totaling 77.3 points below the standard and scoring a performance level of Orange. The Socioeconomically Disadvantaged population scored 57.7 points, a distance from the standard, demonstrating an increase of 8.3 points. The Hispanic population scored 64.3 points below the standard, increasing 5.4 points. On the ELPAC assessment, English learners declined to 41.5% proficiency with a drop of 7.5%. To address the English Language subgroup's low performance in ELA, GH offered an Enrichment class through Community Schools funding to specifically target the development of English proficiency to assist students with preparation for the ELPAC and the ELA portion of the state assessment.

In Mathematics, the overall performance level was Yellow. The English Learner subgroup maintained their status by 1.3 points which was indicated as 91.3 points below the standard. However, the Hispanic subgroup scored 83.6 points, a distance from the standard, with a slight increase of 4 points from the previous year. The Socioeconomically Disadvantaged subgroup increased 4.8 points showing 81.5 points below the standards. More collaboration between the general education teachers and special education staff was prioritized to establish more conversations around best instructional and inclusive practices. This practice will continue in the 2025-26 school year. Certificated resident substitute provided additional instruction to student groups on days that they were not assigned to classrooms to review literacy and math foundational skills. Teachers identified writing as a weakness and worked to develop their instructional units to develop further strategies to enhance student achievement. The focus on writing will continue to be a priority for the upcoming school year. Primary staff (grades TK-3) will be trained in QTEL strategies (Quality Teaching for English Learners) in the 2025-26 school year to assist with support for EL students. Community School funding will assist with continued ELO opportunities for ELD enrichment to boost English proficiency skills.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students -59.6 English Learners -77.3 Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -57.7 Students with Disabilities -136.8 African American N/A Asian N/A Filipino N/A Hispanic -64.3 Native Hawaiian or Pacific Islander N/A White -24.6 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students -47.6 English Learners -62.3 Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -47.5 Students with Disabilities -110.5 African American N/A Asian N/A Filipino N/A Hispanic -54.3 Native Hawaiian or Pacific Islander N/A White -18.5 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students -80.2 English Learners -91.3 Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -81.5 Students with Disabilities -163.1 African American N/A Asian N/A Filipino N/A Hispanic -83.6 Native Hawaiian or Pacific Islander N/A White -36.5 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students -72 English Learners -81.5 Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -72.5 Students with Disabilities -143.1 African American N/A Asian N/A Filipino N/A Hispanic -72.6 Native Hawaiian or Pacific Islander N/A White -28.5 Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 41.5% Status Level: Orange	Current Percentage of English Learners making progress: 55% Status Level: Yellow
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 7.14%	Percentage of English Learners Reclassified: 8.0%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 36th All Grades (EL): 22nd All Grades (Students with Disabilities): 9th Grade 1: 26th Grade 2: 30th	Achievement Percentile: All Grades: 41st All Grades (EL): 27th All Grades (Students with Disabilities): 15th Grade 1: 31st Grade 2: 35th



	Grade 3: 24th Grade 4: 40th Grade 5: 33rd Grade 6: 41st	Grade 3: 29th Grade 4: 43rd Grade 5: 37th Grade 6: 44th
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 28th All Grades (EL): 19th All Grades (Students with Disabilities): 7th Grade 1: 36th Grade 2: 33rd Grade 3: 17th Grade 4: 26th Grade 5: 20th Grade 6: 30th	Achievement Percentile: All Grades: 35th All Grades (EL): 24th All Grades (Students with Disabilities) 12th Grade 1: 40th Grade 2: 39th Grade 3: 25th Grade 4: 31st Grade 5: 25th Grade 6: 34th

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>a. Collaborative PD time for staff on content standards implementation and effective strategies for EL learners (QTEL), Science, ELA/Math, and College/Career Readiness. Staff and Grade Level Team collaborate on data analysis based on NWEA benchmarks and the prior year's California Dashboard. An intentional focus on providing opportunities for staff development on equitable practices will be implemented through Restorative Practices and Trauma Informed trainings (provided by Community Schools program), and through the continuation of 2nd Step and PBIS for equitable and meaningful teaching.</p> <p>b. Site-supported College/Career Readiness implementation across grades TK-6. Release time for College/Career Readiness coach(es) to plan, organize, and collaborate on parent events and instructional practices, such as Math Night, STEAM Night, and Literacy Night, in-class demonstration lessons.</p> <p>c. Coordinate staff development and in-class support for College/Career Readiness, district-adopted curriculum implementation, technology, and Math research-based practices.</p> <p>d. Extended Learning Opportunities will be offered throughout the school year to allow additional practice with the CA standards and opportunities provided by Community school funding.</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>White</p> <p>English Learners</p>	<p>270.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute, Tchr</p> <p>3400.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute, Tchr</p> <p>99.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies</p> <p>400.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printing Supplies</p> <p>2192.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies</p> <p>350.00 Title III LEP -- 4203 4000-4999: Books And Supplies</p>

	<p>e. Testing incentives/assemblies will be offered to encourage students to give their best effort and show growth on the NWEA district benchmark assessments and the CAASPP state assessments.</p> <p>f. The Media Clerk will coordinate the availability of materials to teachers and students to support the implementation of the CCSS and district-adopted curriculum. Gathering resources and preparing for instruction will require additional time.</p> <p>g. The SST team will meet monthly, with general education and intervention teachers released to participate. Substitute teachers will be provided for teacher coverage, and translators will be provided to allow all voices to be represented when discussing individual student needs and targeted supports.</p>		Materials and Supplies to support EL learners
<b>1.2</b>	<p><b>Intervention</b></p> <p>a. Targeted ELA intervention support for TK-6 based on subgroup data using teacher-created assessments, NWEA, ELPAC, and CAASPP results to identify students for small-group instruction.</p> <p>b. Targeted Math intervention support for TK-6th based on subgroup data using teacher-created assessments, NWEA, and CAASPP results to identify students for small-group instruction.</p> <p>c. Collaboration with intervention teachers, special education staff, and general education staff to discuss strategies and effective individualized accommodations for students will occur weekly.</p> <p>d. Students with Disabilities will be supported with inclusive "push-in" and designated "pull-out" practices to support students with their Individualized Educational Plan goals. Materials will be purchased for student who may need assistance with their specific needs (fidgets, specially designed writing paper, chair bands, sensory objects, etc..)</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>White</p> <p>English Learners</p>	<p>100.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teacher Hourly</p> <p>3000</p> <p>LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Maintenance Contract</p> <p>176,939</p> <p>LCFF District -- 500 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support Teacher Salary (1)</p> <p>100%</p> <p>43,719</p> <p>LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support Teacher Salary (1)</p> <p>Split Funded</p> <p>92,483</p> <p>Title I Basic -- 3010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support Teacher Salary (1)</p> <p>Split Funded</p> <p>31,949</p> <p>LCFF District -- 500 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support Teacher Salary (1)</p> <p>Split Funded</p>
<b>1.3</b>	<p><b>Resources</b></p> <p>a. Purchase materials to support College/Career Readiness site goals, the Math, ELA, and Social</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities</p>	<p>100.00</p> <p>LCFF Suppl/Conc -- 0707</p>

	Science curriculum, the TWIG Science curriculum, ELD, Collaboration for Grade-Level Teams, and technology, including print material, web-based supplemental materials, and manipulatives to reflect diverse student populations and differentiated learning techniques to support RCOE, Grassroots, and QTEL learning.	Hispanic Socioeconomically Disadvantaged White English Learners	4000-4999: Books And Supplies Materials/Supplies  1025.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies
<b>1.4</b>	<p>EL Support</p> <p>a. Bilingual Language Tutors (2 @ 3 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>b. The ELD enrichment program is funded through the Community Schools program and focuses on improving English literacy skills. It is offered as an ELO session twice during the school year, for a period of 6-8 weeks each session.</p>	English Learners	<p>49,974 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries (3 hrs)</p> <p>1,968 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Tutor Salary (3 hrs) Split funded-1 position</p>
<b>1.5</b>	<p>Preschool Transition to TK/Kindergarten</p> <p>a. Transitional K/Kindergarten Orientation: The school will communicate the board policies and other requirements of the Transitional Kindergarten program to parents.</p> <p>b. The Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering Kindergarten, with strategies such as joint activities between preschool and Kindergarten classes to bridge the gap between early childhood education and elementary school.</p>	All TK/K students	

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Granite Hill emphasizes college and career readiness skills throughout every grade level. Teams focus on note-taking and close reading strategies and incorporate collaborative opportunities for students to learn from one another. Students use organizational tools to organize thoughts, materials, and time. The campus is dedicated to bringing information on college and career pathways to allow students to explore future options. Literacy and Math support teachers work with small groups daily to support students who are struggling with reading and math foundational concepts. Teachers meet collaboratively on a weekly basis to reflect on student achievement and examine data/work samples to inform instructional strategies and supports. Inclusive practices are reviewed to ensure that access to curriculum is guaranteed for all. Collaboration between the Special Education staff and the General Education teachers is consistent to support new SDC classes that have been added to the site. NWEA assessments are administered three times a year to monitor student progress toward proficiency in the CA standards. Small group instruction continued to be embedded in every classroom to allow students to build confidence in reading fluency and comprehension by practicing literacy skills they need to focus on. Differentiated lessons in the classrooms to provide extension options for GATE students is a priority

for all teachers. Students with IEPs are monitored consistently to review progress on their goals and are guaranteed to have exposure to grade-level standards with their peers. Bilingual language tutors support English language learners, and designated time is set aside daily for ELD instruction to continue developing language proficiency skills. Teachers in grade 4-6 attended professional development training for QTEL (Quality Teaching for English Learners) designed to support lessons with academic rigor, collaborative conversations to increase oral language skills, and structured supports to build English vocabulary. Further training will be provided in the 2025-26 year for primary grade teachers. The EL subgroup has made slight progress in the area of English Language Arts and is designated in the Orange performance level. Teachers ensured that additional time and practice were offered to this student population (ELs) during our after-school ELO program devoted to literacy strategies. Full-day Transitional Kindergarten/Kindergarten has been implemented, and students benefit from additional time to learn reading and math standards. Primary teachers received additional training on structured literacy supports to build on current practices.

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

The main differences between the intended implementation and budget expenditures were a direct result of certificated and classified staff negotiated salary increases. Substitute teacher costs were less than allocated due to the support from the district office for teachers attending offered trainings being covered by various departments. Excess of materials that were purchased by the district for college/career readiness in previous years were utilized and thus, reduced the amount needed for this year. The after school Extended Learning Opportunity sessions was funded by the district, thus allowing the funds allocated to be used for other areas of need. Community Schools also funded the ELD ELO session to support EL learners reducing the amount that was spent with site funds.

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.

With the upcoming QTEL training for primary grades, EL instruction will be a main focus for the 2025-26 school year to establish common strategies for all grade levels. Teachers will need to have time to collaborate on strategies and to plan lessons accordingly to support this subgroup. Release days will be embedded each trimester to allow for the review of student progress. (Goal 1.1a) The Community School Implementation Plan will be tied specifically to SPSA goals to show alignment. Due to Community Schools funding supporting school actions, it is necessary for the plans to support one another.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will have a safe, orderly, and inviting learning environment.**

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

### Identified Need

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

The California Dashboard data indicates the area of chronic absenteeism as a focus for improvement. For the 2023=24 school year, the overall chronic absentee rate was 24% which decreased 8.1% from the previous year. The data shows that the English Learner subgroup increased in their chronic absenteeism percentage by 4.4% which overall became 22.2%. This led to the distinction of this subgroup being placed in the performance level color of Orange. Currently, the attendance team is monitoring individual students and responding to the data by working directly with parents to provide resources and support to identify barriers and causes to ensure that students arrive at school. Our Students with Disabilities subgroup population showed a decline of 18.4% in chronic absenteeism totaling to an overall rate of 18.4%. Our Socioeconomically Disadvantaged subgroup declined 8.1% totaling to an overall rate of 25%. The Hispanic subgroup showed a decline of 9.9% totaling to an overall rate of 22.4%. Currently, the Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged populations are in the performance level of Yellow. GH will also include these populations in planning additional monitoring and support to address the continued need for improvement schoolwide.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting ""Good Repair"" status: 99% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting ""Good Repair"" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 88.55% K: 88.31% 1: 92.58% 2: 92.02% 3: 91.33% 4: 93.76% 5: 91.62% 6: 92.39%  Source: Student Information System P-2 report	TK: 90% K: 90% 1: 93.5% 2: 93% 3: 92% 4: 94.5% 5: 92.5% 6: 93%  Source: Student Information System P-2 report

LCFF Priority 5: Chronic Absenteeism Rate K-8 Only	<p>All Students 24%</p> <p>English Learners 22.2%</p> <p>Long-Term English Learners N/A</p> <p>Foster Youth N/A</p> <p>Homeless N/A</p> <p>Socioeconomically Disadvantaged 25%</p> <p>Students with Disabilities 18.4%</p> <p>African American 63.6%</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 22.4%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White 30.6%</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students 20%</p> <p>English Learners 19%</p> <p>Long-Term English Learners N/A</p> <p>Foster Youth N/A</p> <p>Homeless N/A</p> <p>Socioeconomically Disadvantaged 21%</p> <p>Students with Disabilities 15%</p> <p>African American 55%</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 20%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White 27%</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students 0%</p> <p>English Learners 0%</p> <p>Long-Term English Learners 0%</p> <p>Foster Youth N/A</p> <p>Homeless 0%</p> <p>Socioeconomically Disadvantaged 0%</p> <p>Students with Disabilities 0%</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 0%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White 0%</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students 0%</p> <p>English Learners 0%</p> <p>Long-Term English Learners 0%</p> <p>Foster Youth N/A</p> <p>Homeless N/A</p> <p>Socioeconomically Disadvantaged 0%</p> <p>Students with Disabilities 0%</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 0%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White 0%</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0</p> <p>Source: Data Quest 2023-24</p>	<p>All Students: 0</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>57%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>70%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Sense of Belonging	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>46%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>65%</p> <p>Source: Panorama Student Survey</p>



LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 61% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 75% Source: Panorama Student Survey
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Positive Behavior Intervention Support and Social Emotional Learning</p> <p>a. PBIS/BSEL team meetings will be held monthly to review referral data, survey responses, and current interventions to support schoolwide matrix expectations and their effectiveness in reducing student discipline behaviors.</p> <p>b. The PBIS coach will assist with the facilitation of explicitly taught behavioral skills lessons for students. The SEL curriculum, Second Step, will be utilized in classrooms to provide teachers with context to teach social-emotional learning skills. All campus staff will be trained on the behavior expectations and common language to support consistency across the site. The Restorative Practices approach will continue to be implemented as alternatives to discipline. Release time for the PBIS coordinator to work with staff will be incorporated to allow for the continued development of systems for positive behavior and support the implementation of the PBIS plan.</p> <p>c. Resource materials (instructional materials) will be provided to support PBIS implementation on campus and ensure that lessons are taught effectively and using all components of the Second Step curriculum.</p> <p>d. Incentives for PBIS and Attendance recognition will be utilized to motivate students to respond positively to behavior expectations and to actively engage in their learning by coming to school – student t-shirts, prizes, medals, movies, certificates, games, stickers, printing costs for tickets and posters</p> <p>e. Campus events will promote a safe, healthy learning environment, with an emphasis on drug, tobacco, and alcohol-free lessons for students and resources to support families. Red Ribbon Week activities will be emphasized to promote healthier lifestyles.</p> <p>f. Monthly meetings with activity supervisors to discuss current safety concerns, new routines or</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>790.00 Title I Basic -- 3010 4000-4999: Books And Supplies PBIS Resource Materials</p> <p>11,038 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Activity Supervisor Salary (2.75 hrs)</p> <p>100.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Customer Service Improvement Materials</p> <p>120.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support Staff - Activity Supervisor Meetings/Trainings. Hourly release--Classified hourly</p> <p>100.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support Staff: Activity Supervisors monitor campus events. Classified hourly</p> <p>400.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies</p>

	<p>procedures, and PBIS initiatives, as well as to prepare for upcoming events, are essential to ensuring that staff is prepared to support school-wide efforts. Activity supervisors will monitor campus events to assist with safety and supervision.</p> <p>g. GH will continue improving customer service practices in the main office environment by stressing that all staff participate in district training. Positive interactions with families and community members are the main goal of creating a welcoming atmosphere.</p> <p>h. Mental Health support will be provided for students in need. Based on Community Schools funding, a Behavioral Health Therapist/Associate is assigned to GH. Student referrals are made by parents, teachers, and other staff members. The school psychologist assists with check-in protocols for identified students and conducts risk assessments if it is determined that a crisis exists.</p>		
<b>2.2</b>	<p>Health Care Aide (HCA) services and Healthy Lifestyle options</p> <p>a. Health Care Aide (HCA) will be on site to support health services to students. The HCA will communicate with parents regarding immunization updates, student visits, and district/state mandates. The HCA will provide support with injury reports and keep records up to date to ensure that confidential health records are secure and complete. The HCA is responsible for replenishing medical/health supplies and assisting all students with district vision and hearing exams.</p> <p>b. Training for staff and students regarding PE activities and Playground Safety practices will continue to be offered throughout the year. Implementing lunch clubs of various interests (book clubs, wellness groups) and teams (intramural sports) will provide students with options to participate in safe, engaging activities.</p> <p>c. The 100 Mile Club program will be emphasized, allowing students to earn incentives and establish routines to promote a healthy lifestyle.</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>150.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified, hourly -Activity Supervisor PBIS training</p> <p>58,281 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Care Aide Salary (6 hrs)</p> <p>100.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student incentives-100 Mile Club</p>
<b>2.3</b>	<p>School Safety Plan</p> <p>a. The Safety Coordinator, Principal, and Administrative Designees will work together to improve and revise the school disaster/safety plan according to state/district mandates, protocols, and site-specific needs. All components' reviews will be held regularly and shared with parent advisory groups to gather input. School Site Council members will monitor and approve the safety plan each year. Updates will be made consistently as needed to incorporate current staff changes,</p>	<p>All students</p>	<p>380.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher, hourly</p> <p>1089.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies</p>



	<p>discipline/suspension data, Panorama survey results collected from all educational partners, and PBIS/SEL supports. Monthly fire drills are conducted, and lock-down procedures are practiced to ensure readiness in the event of any unexpected emergency.</p> <p>b. Materials will be purchased as needed to support the development of the site safety plan. Medical devices will be inspected regularly to ensure proper working order. Emergency Disaster supplies are inventoried and replaced as needed on an annual basis.</p>		
<b>2.4</b>	<p><b>Student Attendance</b></p> <p>a. Chronic Absenteeism is an area of focus, as indicated on the CA Data Dashboard. Granite Hill Elementary has established many attendance initiatives and incentives on a schoolwide basis to increase overall attendance rates. Specifically, the significant subgroups (African American, White, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) absenteeism rate will be closely monitored. Due to increased absenteeism rates, targets are set to improve student engagement and overall attendance rates.</p> <p>b. Attendance Teams have been established to monitor student attendance rates. Resources will be offered to parents to help them understand the importance of how absenteeism affects student engagement, academic achievement, and social interactions. Incentives are offered to students to increase participation and engagement to support student achievement. State compulsory attendance laws and regulations are shared with parents during SART and SARB meetings. Home visits are conducted to support identified families, and targeted resources are offered based on the need to alleviate some barriers inhibiting students from coming to school.</p> <p>c. Saturday School opportunities are offered monthly to make up absences and to experience engaging, enriching educational lessons. Incentives are offered to students for attending Saturday school hours.</p>	<p>Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>100.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies</p>
<b>2.5</b>	<p><b>Inviting Learning Environment</b></p> <p>a. Student Leadership Groups, PAL (Peer Assistance Leadership) training, and student interviews will be established and conducted to allow the student body to have representation regarding site decisions. Students will be involved in developing school events, creating daily announcement videos, and communicating concerns to the administration to advocate for effective change in practices. Students also play a</p>	All Students	

	<p>role in developing the PBIS expectations and matrix.</p> <p>b. EMCC will prepare library resources and a welcoming environment to allow students a safe place when needed to regulate emotions, work on assignments, and prepare items for upcoming school events. The EMCC will work with staff to assist with developing engaging literacy lessons with the integration of technology. Extended library hours will be continued to allow parents to check out books or receive assistance with Chromebooks. Parents are also able to come to the library to use computers to complete school and district surveys.</p> <p>c. Parent Needs Assessments are conducted through the ELAC parent advisory group, School Site Council, and the Community Schools Council. The data collected allows GH to develop classes, trainings, and events that families identify as necessary to support student overall achievement. LCAP surveys administered by the district provide further feedback on future school improvement needs.</p>		
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## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Granite Hill has focused on modifying our school wide behavior matrix as part of the Cohort 2 PBIS training from RCOE. The team has been examining current practices and making necessary changes to an outdated set of behavioral expectations. Representatives from certificated and classified employees, parents, and administrative staff were involved in determining which skills the students need to focus on for our unique culture. New definitions in "kid-friendly" language were revised to increase student buy-in and understanding. Incentives were set for students who achieved the behavior goals each trimester (glow/luau dance parties, game days, and Bingo with Besties). Refining our PBIS practices has assisted in establishing a consistent school-wide behavioral expectation, and along with implementing restorative practices, students have demonstrated an increase in positive behavior. On the 2023-24 CA Dashboard, the performance level depicted a color status of Blue for the Suspension Rate showing 0%, which was maintained from the previous year. GH is working with the MTSS TSA to apply for state certification for our Tier 1 efforts. An intensive focus has been placed on improving attendance throughout the district. Granite Hill has an established attendance team that monitors attendance data on a weekly basis and meets with parents regularly to offer resources and support. This partnership has helped to increase student engagement and show an increase in attendance rates and a decrease in chronic absenteeism rates. Students with extended absences are offered independent study contracts to support average daily attendance rates and help them keep up with their class assignments. Classified staff supported with supervision at all school events to help provide a friendly, inviting, and safe environment while continuing with community outreach events. Monthly safety drills to practice various scenarios establish routines that are set in place in the event of a true emergency. Classroom supplies are fully stocked, and emergency kits and items are updated frequently to ensure that all things are in working order. We support healthy lifestyles and emphasize physical education instruction. Our 100-Mile Club helps to increase student fitness and provides a fun way for students to earn incentives. Our PBIS team ensures that staff is implementing the Second Step curriculum to assist with social-emotional learning. A Behavioral Health Therapist is on campus providing counseling services through our Parent Involvement Community Outreach department and offers "check-ins" with individuals in need as part of our designation as a Community School. The Student Leadership Group (Peer Assistance Leadership) have been useful in providing a welcoming environment

for new students, providing input to parent advisory groups, and providing ideas for attendance incentives to establish "student buy in" for the initiatives.

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

All actions involving staff utilized for supervision of events and release time for classified staff meetings and planning were impacted due to the district-negotiated salary increase for all employees. Incentives and registration costs for the 100-Mile Club were covered by the ELOP grant awarded to the district, which allowed the site to allocate those funds to other areas of need. Granite Hill was part of Riverside County Office of Education's Positive Behavior Intervention System Cohort 2 during the 2024-25 school year. With this training, RCOE paid for all training registration for professional development for the team as well as substitute release time for the various positions of staff that participated. Using the district-assigned resident subs allowed the Safety Coordinator to work on the safety plan, present the document to parent groups for input, and inventory supplies without the site needing to pay for release time. Many school wide activities that involved childcare opportunities were funded by Community Schools to support parenting classes and literacy/math engagement nights.

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.

Attendance monitoring will target more of the student subgroups in the 2025-26 school year. (Goal 2.4a) For the 2023-24, attendance monitoring was heavily focused on the Students with Disabilities subgroup, parent partnerships were established, and incredible progress was noted. However, some of the other student populations began to regress with overall daily attendance averages. Although school wide attendance will be stressed, it is necessary to address the data and ensure that all student groups are actively attending and engaged with their learning to improve achievement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.**

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

### Identified Need

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

Granite Hill will continue to build community partnerships with families to increase parent and student engagement and participation in all school activities. The Teacher of Special Assignment-Community Schools will work directly with the administrator to support site initiatives. Parent participation in the completion of surveys has improved and provided valuable feedback on what is needed to support families. The 2025-26 school year will focus on increasing parent participation in classes/trainings/workshops offered. There has been a lot of intentional support to create a positive sense of belonging for families and community members. GH will continue to provide customer service training and set positive expectations for office staff since they are the primary contact with the community members.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child."  95%  Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child."  98%  Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)."	The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.)."

	100%  Source: LCAP Staff Survey Winter 2024-25	100%  Source: LCAP Staff Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class "  95%  Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. "  98%  Source: LCAP Parent Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."  100%  Source: LCAP Staff Survey Winter 2024-25"	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."  100%  Source: LCAP Staff Survey Winter 2025-26

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Engagement</p> <p>a. Site-based parent training and student opportunities, including a variety of parent engagement events, will be implemented based on identified site-based parent and student requests captured through the Community Schools and ELAC needs assessments. Meetings may also be held virtually via Zoom/Google Meets as well as in person to accommodate additional participants if necessary. EL parents will be invited for additional training regarding ELD instruction, ELPAC testing, and primary language materials. This includes but is not limited to, Family Nights (literacy, math, etc.) and other interactive parent events.</p> <p>b. Parent centers/areas will be available to support parent communication in their primary language, including the use of computers, a printer, extended library access, and print resources. A Parent Room will be established through Community Schools funding to have a place for parent classes to be held.</p> <p>c. All parents and staff will have leadership opportunities through participation in advisory</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>White</p> <p>English Learners</p>	<p>685.00</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies</p> <p>Parent Support Materials</p> <p>110.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Parent Meeting--Teacher Hourly</p> <p>1420.00</p> <p>Title I Basic -- 3010</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Classified Hourly-Childcare/Supervision</p> <p>100.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p>

	<p>committees (i.e., ELAC, SSC, CS Council, and parent planning groups). All families are invited to attend school site informational meetings.</p> <p>d. GH will provide translation, refreshments, printed materials/resources, and childcare for all parent engagement opportunities.</p> <p>e. Materials, incentives, and refreshments for Parent Night activities such as - Trunk-N-Treat Carnival, Literacy/Math/STEAM Nights, Movie Nights, Family Dances/Game Nights, Family Walks to Support 100-Mile Club, Talent Show events, and Community Schools classes, trainings, and activities will be available to encourage participation. Supervision will be incorporated by classified staff to assist with high volume of parent participation to ensure additional safety measures.</p> <p>f. A translator clerk-typist will be utilized to translate materials for parent meetings and be available to communicate in Spanish with parents as needed (coverage for SST, 504, and IEP meetings included)</p> <p>g. An emphasis will be placed on assisting parents in understanding academic standards and various district and state assessments used to measure student learning to help families identify strategies to support students at home.</p>		<p>Parent Support Materials</p> <p>100.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly (translation-parent conferences, meetings after contract hours)</p> <p>805.00 Title I Basic -- 3010 4000-4999: Books And Supplies Parent Support Materials</p> <p>345.00 Title I Basic -- 3010 4000-4999: Books And Supplies Parent Training: Site Based</p> <p>196.00 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Parent Support-EL translators-Classified hourly</p>
<b>3.2</b>	<p><b>School Connectedness</b></p> <p>a. Regular office meetings to discuss customer service ideas and support for parent involvement events. (planning childcare, refreshments, etc.), will take place to continue building a welcoming community environment.</p> <p>b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours will continue to be implemented with the emphasis on support with technology, literacy material check out, and an area for students to work with parents on class assignments and homework.</p> <p>c. Using social media, Facebook, Instagram, ClassDojo, and Peachjar to build school culture and community buy-in will continue informing parents of school activities. Progress on academic achievement, attendance information, and documented behavioral incidents will be shared with families using Q Communication and Parent Connect platforms.</p> <p>d. Student clubs (Book Club, Garden Club, PALS-student leadership councils, and Lunchtime Wellness Groups) will be supported to increase student engagement at school during school or after school.</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>100.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>100.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher-Certificated Hourly (after school clubs-ELO)</p> <p>714.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Parent Support Materials</p> <p>83,210 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries EMCC Salary</p>



	<p>e. Community School parent volunteer roles (WatchDogs, activity planning committee, Community Schools Council meetings, etc.) will continue to be offered to support daily routines and school events. Parent classes will be offered based on needs assessments and will support parents in math and literacy strategies. Optional courses may include financial literacy, positive discipline, technology, mental health supports and fitness (i.e-Zumba).</p> <p>f. A community liaison will continue to establish communication between the school and the surrounding neighborhood. This classified position supports increasing awareness of what is happening at the school site among all educational partners.</p>		
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## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Granite Hill strives to involve parents in providing input to all decision-making councils (SSC, ELAC, Community Schools, GAC, and SEPAC). Parents are invited to attend all meetings and encouraged to participate in school-wide events. A parent planning group was formed to allow involvement in decorating, planning, and executing school-wide activities (dances, community nights-Trunk N Treat, family engagement nights with content area focus, and game/movie nights). Parents are communicated with regularly through the use of Parent Square, Class DoJo, social media platforms (Facebook/Instagram), marquee displays, written communications translated into the home language, and direct phone calls. The goal is to ensure that our campus is the center of the community and provides a welcoming, supportive environment to partner with the families that we service. Parents are informed of the importance of attendance, academic achievement, professional development options for staff, classes for parents based on interest, and resources available if a specific need is identified on a consistent basis. Student Success Team (Beyond SST) meetings occur each month to provide strategies for parents and school staff to address concerns about individual students and create a plan of support to ensure success.

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

The major difference between the intended implementation and the budget expenditures was a direct effect of a significant negotiated classified and certificated salary increase. As a designated community school, the funding for many family engagement nights came out of this separate budget, allowing the allocation from the site funding sources to be utilized for other events. Teachers on Special Assignment provided translation for parents at school events, therefore alleviating the need to pay additional classified staff salaries. Some of the parenting classes that were brought to Granite Hill were funded by various agencies and were not an expense to the site alleviating cost for childcare and refreshments.

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.

With the establishment of Granite Hill as a Community School, parent involvement has played a major role in creating community partnerships. This piece was added under School Connectedness for the SPSA. (Goal 3--3.2) Under Parent Engagement, the addition of Community Schools classes and events, as well as the creation of a Community School Council, were included to reflect it as a current and future focus. (Goal 3--3.1) Parent needs assessments for Community Schools were added as a data metric indicator to measure the effectiveness of the overall efforts. To increase student leadership opportunities, Granite Hill implemented the PALS program to support student connections with one another.

Training is offered for students through our Community Schools grant and students attended parent meetings to share out findings from their perspectives..



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$108,242.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$568,501.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Basic -- 3010	\$104,329.00
Title I Parent Involvement -- 3010 1902	\$1,399.00
Title III LEP -- 4203	\$2,514.00

Subtotal of additional federal funds included for this school: \$108,242.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$350,379.00
LCFF Suppl/Conc -- 0707	\$109,880.00

Subtotal of state or local funds included for this school: \$460,259.00

Total of federal, state, and/or local funds for this school: \$568,501.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	104,329	0.00
Title I Parent Involvement -- 3010 1902	1,399	0.00
Title III LEP -- 4203	2,514	0.00
LCFF Suppl/Conc -- 0707	109,880	0.00
LCFF District -- 500 0707	350,379	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	350,379.00
LCFF Suppl/Conc -- 0707	109,880.00
Title I Basic -- 3010	104,329.00
Title I Parent Involvement -- 3010 1902	1,399.00
Title III LEP -- 4203	2,514.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	349,450.00
2000-2999: Classified Personnel Salaries	206,657.00
4000-4999: Books And Supplies	8,994.00
5000-5999: Services And Other Operating Expenditures	3,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	208,888.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	141,491.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	44,299.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	61,582.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	599.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	3,400.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	96,263.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	1,420.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,646.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,399.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	2,164.00
4000-4999: Books And Supplies	Title III LEP -- 4203	350.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	407,968.00
Goal 2	72,648.00
Goal 3	87,885.00

# 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
- 0 Secondary Students

Name of Members	Role
Tammy Patterson	Principal
Cindy White	Classroom Teacher
Liliana Fregoso	Classroom Teacher
Sherine Candido	Classroom Teacher
Lorena Loera	Other School Staff
Rosa Ramirez	Parent or Community Member
Cheyenne Polacek	Parent or Community Member
Glafira Del Real	Parent or Community Member
Lydia Galvan Brown (alternate)	Parent or Community Member
Kimberly Hernandez	Parent or Community Member
Natasha Taylor	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
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:

	Principal, Tammy Patterson on May 15, 2025
	SSC Chairperson, Sherine Candido on May 15, 2025

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.



Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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