School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Granite Hill Elementary School
Address	9371 Granite Hill Drive Jurupa Valley, CA 92509-1024
County-District-School (CDS) Code	33-67090-6110548
Principal	Tammy Patterson
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 16, 2022

Local Board Approval Date	June 13, 2022

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

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School Vision and Mission

Mission/ Vision Statement:

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

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

School Profile

Describe The students and community and how school serves them.

The Story

Our program reflects our school mission statement (ASTROS SOAR): Show Respect, Take Ownership, Act Safely, and Be Responsible.

The professionally trained staff is committed to meeting the learning needs of every student at our school. They strive to provide a differentiated learning environment that is responsive to students' levels of academics, interests and learning preferences. We believe in our school motto, Granite Hill - where Astros SOAR! The Granite Hill SPSA is aligned with the JUSD focus areas of the Local Control Accountability Plan (LCAP): College and Career Readiness; Safe, Orderly, and Inviting Learning Environment; and Student and Community Engagement.

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

Granite Hill's enrollment is approximately 402 students, ranging from Transitional Kindergarten to Sixth-grade. GATE students are typically identified in 2nd grade and are serviced in grades 3-6. Students receiving special education services are served by a resource specialist, a speech/language pathologist, and two 3-hour Instructional Aides. JUSD has transitioned to an inclusion model and Granite Hill is supporting Special Education students within the general education classroom and providing all students with access to the core curriculum. We also have two Bilingual Tutors to assist our English Learners, a health clerk aide, and a school psychologist. Mental health therapists and interns from various agencies provide counseling services based upon referrals made by staff or parents. A part time Behavioral Health Associate has been added to our staff to meet student needs and to support families. Currently, there are 84.8% students that have been identified as socio-economically disadvantaged, 7.6 % receiving special education services, and 35% identified as English Learners. Granite Hill has a 92.98% attendance rate to this date, which is reflective of the current declining trend due to COVID. Incentives are provided to encourage students to attend class on time every day. Class sizes currently average 24 students for TK-3 grades and 31 for grades 4-6.

Two full time Literacy Support (Intervention) Teachers (LSTs) assist students who are struggling readers. Both LSTs utilize NWEA data to provide targeted intervention supports for students through small group guided reading strategies. NWEA data also identifies strategic areas for math support. Teachers continue to use these benchmarks to drive best instructional practices and monitor student achievement. Professional development opportunities are available to train staff on how to implement NWEA assessments. Collaboration between LSTs and general education teachers continues on a weekly basis to support findings. In late February, a Math Support Teacher joined the team to support students with basic foundational math concepts.

The school library is available to students and parents to check out materials and receive support with technology resources. To boost technology skills and prepare students for state assessments, all TK - 6th graders have been provided a Chromebook with embedded instructional programs to support learning. Digital Citizenship lessons are taught to provide students with the foundation of safety practices when using technology. There is a minimum day scheduled every Wednesday for teacher planning, data analysis, grade level collaboration, and staff professional development activities.

Granite Hill continues to serve our current population of English language learners. To address this issue, all of our teachers are fully qualified to teach ELD at Granite Hill. Every teacher at Granite Hill possesses CLAD, BCLAD or comparable authorization. All English Learners receive 30 minutes of designated ELD instruction daily. In addition, they receive integrated ELD instruction throughout the day in all content areas. District professional development is offered throughout the year to keep staff updated on various strategies to support EL students. To support staff, JUSD has provided access to the software program, Ellevation, which contains a central platform with specific EL data catered to each classroom and designates lessons for every proficiency level and for each of the four domains; Listening, Speaking, Reading, Writing.

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

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

Due to the pandemic many of the traditional programs and family events were cancelled but will resume in the future as soon as it is safe to do so.
Granite Hill generally offers a variety of opportunities for parents to take part in school activities. Think Together program offers extended day options for working parents. GATE, Dr. Seuss night, 100 Mile Club, Mother-Son/Father-Daughter dances, Movie nights, picnics, family nights designed around a particular content area, PE Skills Days and parent educational classes are just some of the events offered for families to experience together as a school community. An intense focus on AVID strategies and workshops for parents centered around assisting students in becoming more college/career oriented are being implemented to increase parent participation/engagement.

SPSA Highlights

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

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

* Grade level coaching from principal/district TSAs to assist and support teams during weekly collaboration and planning times will be devoted to refining practices and reviewing process of instruction and data analysis for effectiveness.

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

*Intervention supports through guided reading for all grade levels. Literacy Support teachers will use NWEA, and district adopted Pioneer Valley materials to support teachers with small group guided reading practices. A Math Support teacher will also be included to provide foundational skills and assist teachers during math instruction with small group instruction.

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

*Increase participation of new district adopted Science units and incorporation of investigative hands-on experiences and observations. Continued professional development for literacy guided reading support, math instructional practices, and new science adoption curriculum will be provided to teachers.

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

*Full inclusive practices will be implemented to support all students in 2022-23.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Data is based on the 2019 SBAC Dashboard and CALPADS, the 2020 test administration did not take place due to COVID pandemic. CAASPP resumed in 2021-22 and results should be available by Fall of 2022.The site Leadership team, School Site Council members, the TSA- Administrative Support, ELAC parents, and the Literacy Support/Math Support teachers all looked over the SPSA and provided input to identify areas of strengths and areas for improvement.

Granite Hill is most pleased with the continuous improvement in the area of English/Language Arts. This increase in data is largely attributed to the intense focus on AVID strategies, guided reading groups, grade level collaborative team work assisting with increasing student agency and ownership, and overall teacher clarity with the standards. Our Special Education students made the most improvement of all the subgroups in ELA and Math. Inclusive practices with "push in" instructional and behavioral support have really shown a tremendous impact on overall student achievement. Supports with designated ELD time, Ellevation resources along with district research based math initiatives have assisted with improvement in overall student achievement in these content areas. Instructional strategies in these areas are being implemented consistently among grade levels and this has had a great impact on results. School incentives to increase attendance have been effective in addressing tardiness and absenteeism even though there is still a lot of work to do in this area. Monthly safety meetings with

supervisors, teachers, and office staff to highlight PBIS skills and expectations have contributed to fewer suspensions. Current practices will continue and be added to so as to continue to support efforts in increasing attendance and decreasing discipline referrals.
Technology integration into instructional practices has been a focus to support students who have been absent.

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

Greatest Needs

Data is based on the 2019 SBAC Dashboard and CALPADS, the 2020 test administration did not take place due to COVID pandemic.
Mathematics is the area of focus for improvement. Although data shows that students are maintaining progress and not regressing, efforts will be made to address instructional gaps with renewed emphasis on math practices. The intentional focus on ELA/Math standards and aligning them with district units of study will allow for more in-depth understanding for students to improve achievement. Discipline data was shown to be in an "at-risk" category based upon the previous year's data. GH is already seeing improvement in this area for the 2020-21 school year. Behavioral expectations and social emotional learning were an intense focus for the 2021-22 school year with the established PBIS/SEL curriculum. Students have been taught skills on how to handle conflict and have implemented restorative practices to deal with issues. Staff has also been proactive in identifying and addressing potential behavior issues. GH has seen a greater need with counseling services and outside supports that have been addressed alongside with PICO programs. GH will be focusing on including student body leadership to support efforts of peer conflict mediation. Attendance and reengagement strategies are identified as an area of concern due to the effects of the pandemic. Attendance percentages and chronic absentee rates have dramatically increased.

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

Performance Gaps

All aspects of the CA Dashboard indicators will be addressed by the site team next year. Attendance incentives will be continued on a school-wide basis. Intervention supports will be stressed for academic content areas to assist with increasing performance levels in ELA and Math. Restorative practices and intentional instruction on behavior strategies will be a continued focus to decrease discipline data.
Grade level collaborative teams will continue addressing a culture of efficacy through explicit learning goals and setting criteria for success, utilizing evidence-based feedback, and maximizing peer and self-assessment into classroom practices.

Purpose and Description

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

Schoolwide Program

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

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team meetings, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.
The program includes: continuing our implementation of grade level collaborative teams and collaborative professional development to provide best instruction of CCSS; continuing to develop AVID supports; continuing to develop social emotional learning programs; increasing support for technology to support digital learning; and supporting families to connect with the school environment.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	66	65	54
Grade 1	59	47	48
Grade 2	78	56	49
Grade3	83	70	48
Grade 4	84	80	74
Grade 5	86	82	77
Grade 6	100	86	76
Total Enrollment	556	486	426

Conclusions based on this data:

1. Over the past three years, our school is showing slight decreases in enrollment. It is noticeable that the surrounding neighborhood population appears to be declining.
2. The larger class sizes have been promoted as they progressed through the grade levels thus, showing a slight decline in the overall enrollment. Incoming primary grade levels have been slightly lower than previous years.
3. The COVID pandemic impacted enrollment as many families left the area to support family members or due to loss of jobs creating financial hardships.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	193	168	138	34.7%	34.6%	32.4%
Fluent English Proficient (FEP)	80	77	67	14.4%	15.8%	15.7%
Reclassified Fluent English Proficient (RFEP)	24	27	12	10.6%	14.0%	7.1%

Conclusions based on this data:

1. Based upon recent GH school trends with decrease in enrollment, this decline in overall EL learners is consistent with school-wide data.
2. EL students are exhibiting a higher mastery of English Language proficiency and are being reclassified at a higher percentage rate due to our increased focus on language development. New assessments may show a different trend once data is analyzed.
3. Students were not reclassified at high percentage rate as in the past perhaps due to ELPAC assessments being completed online and data not being gathered with traditional testing methods/format. With resuming in-person ELPAC testing during the 2021-22 school year, scores should reflect a more accurate representation of student proficiency levels.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	84	84	50	81	82	0	81	82	0	96.4	97.6	0.0
Grade 4	95	84	72	94	84	0	94	84	0	98.9	100	0.0
Grade 5	101	89	83	101	89	0	101	89	0	100	100	0.0
Grade 6	89	103	80	88	103	0	88	103	0	98.9	100	0.0
All Grades	369	360	285	364	358	0	364	358	0	98.6	99.4	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2369.6	2423.8		4.94	23.17		14.81	24.39		27.16	25.61		53.09	26.83	
Grade 4	2456.3	2419.2		19.15	8.33		25.53	21.43		23.40	22.62		31.91	47.62	
Grade 5	2458.9	2501.7		4.95	13.48		28.71	38.20		27.72	30.34		38.61	17.98	
Grade 6	2504.6	2507.2		10.23	13.59		31.82	27.18		26.14	31.07		31.82	28.16	
All Grades	N/A	N/A	N/A	9.89	14.53		25.55	27.93		26.10	27.65		38.46	29.89	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.17	28.05		40.74	43.90		53.09	28.05	
Grade 4	17.02	10.71		51.06	47.62		31.91	41.67	
Grade 5	7.92	17.98		53.47	60.67		38.61	21.35	
Grade 6	12.50	11.65		43.18	48.54		44.32	39.81	
All Grades	10.99	16.76		47.53	50.28		41.48	32.96	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.64	21.95		48.15	52.44		43.21	25.61	
Grade 4	15.96	10.71		58.51	55.95		25.53	33.33	
Grade 5	13.86	21.35		51.49	60.67		34.65	17.98	
Grade 6	19.32	20.39		47.73	54.37		32.95	25.24	
All Grades	14.56	18.72		51.65	55.87		33.79	25.42	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.41	10.98		54.32	74.39		38.27	14.63	
Grade 4	11.70	7.14		72.34	64.29		15.96	28.57	
Grade 5	5.94	15.73		66.34	67.42		27.72	16.85	
Grade 6	12.50	6.80		61.36	71.84		26.14	21.36	
All Grades	9.34	10.06		64.01	69.55		26.65	20.39	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.94	25.61		45.68	46.34		49.38	28.05	
Grade 4	17.02	5.95		53.19	51.19		29.79	42.86	
Grade 5	12.87	21.35		47.52	62.92		39.60	15.73	
Grade 6	22.73	14.56		47.73	53.40		29.55	32.04	
All Grades	14.56	16.76		48.63	53.63		36.81	29.61	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Granite Hill needs to refine, maintain and improve instruction in all grades. In addition, intervention programs are used to service students who are below grade level in reading and mathematics for a more intensive program. Staff will continued to utilize the Units of Study and the California State Standards for instruction. Continued emphasis on writing instruction and explicitly taught skills to incorporate through many disciplines will be a focus.
2. Current NWEA benchmark assessments will guide feedback on instructional practices to prepare for CAASPP administration. Defined areas of improvement will be noted and addressed by grade level teams to support students.
3. Consistent schoolwide systems such as guided reading practices, collaborative grade level team focus on feedback and teacher/student clarity, AVID inquiry activities, and incorporation of technology can support the school goal of improvement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	85	84	50	84	82	0	84	82	0	98.8	97.6	0.0
Grade 4	95	84	72	94	84	0	94	84	0	98.9	100	0.0
Grade 5	101	89	83	101	89	0	101	89	0	100	100	0.0
Grade 6	89	103	80	89	103	0	89	103	0	100	100	0.0
All Grades	370	360	285	368	358	0	368	358	0	99.5	99.4	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2369.6	2410.1		7.14	9.76		9.52	30.49		23.81	23.17		59.52	36.59	
Grade 4	2462.0	2428.0		14.89	8.33		22.34	14.29		35.11	32.14		27.66	45.24	
Grade 5	2453.1	2492.2		7.92	17.98		6.93	15.73		31.68	29.21		53.47	37.08	
Grade 6	2490.9	2473.8		16.85	4.85		15.73	16.50		26.97	27.18		40.45	51.46	
All Grades	N/A	N/A	N/A	11.68	10.06		13.59	18.99		29.62	27.93		45.11	43.02	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	19.51		21.43	35.37		70.24	45.12	
Grade 4	25.53	10.71		27.66	25.00		46.81	64.29	
Grade 5	10.89	21.35		23.76	34.83		65.35	43.82	
Grade 6	25.84	10.68		29.21	28.16		44.94	61.17	
All Grades	17.66	15.36		25.54	30.73		56.79	53.91	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.95	19.51		39.29	52.44		54.76	28.05	
Grade 4	11.70	8.33		48.94	35.71		39.36	55.95	
Grade 5	4.95	12.36		45.54	42.70		49.50	44.94	
Grade 6	12.36	8.74		39.33	33.98		48.31	57.28	
All Grades	8.70	12.01		43.48	40.78		47.83	47.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.95	18.29		46.43	43.90		47.62	37.80	
Grade 4	19.15	10.71		46.81	42.86		34.04	46.43	
Grade 5	6.93	14.61		44.55	51.69		48.51	33.71	
Grade 6	19.10	9.71		30.34	40.78		50.56	49.51	
All Grades	12.77	13.13		42.12	44.69		45.11	42.18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, Granite Hill decreased in meeting the student's needs in all grade levels in Mathematics. Intervention programs are used to service students who are below grade level in Mathematics for a more intensive program. Staff will continue to utilize the Units of Study/district adopted curriculum, research based math practices. and the California State Standards for instruction.
2. Increased opportunities for reflection and analyzing problem solving strategies are essential to assist students in applying higher-level thinking skills.
3. Math Support Teacher will be utilized to address areas of identified need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1404.1	1413.1	1416.8	1417.8	1423.1	1431.3	1371.9	1389.2	1382.9	34	29	19
1	1458.0	1454.8	1420.2	1458.4	1458.0	1453.9	1457.1	1451.0	1386.1	32	24	19
2	1493.5	1468.6	1456.0	1484.0	1475.4	1463.6	1502.3	1461.2	1447.9	24	25	20
3	1482.0	1476.9	1459.7	1476.8	1468.0	1448.6	1486.7	1485.1	1470.2	32	21	20
4	1509.1	1508.6	1482.7	1495.8	1502.8	1478.3	1522.0	1513.9	1486.4	35	32	23
5	1508.5	1528.5	1514.0	1494.9	1523.1	1504.8	1521.5	1533.3	1522.8	27	24	20
6	1524.5	1530.3	1507.0	1504.3	1528.2	1495.0	1544.2	1531.7	1518.5	28	20	21
All Grades										212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.90	5.26	*	24.14	31.58	44.12	55.17	57.89	*	13.79	5.26	34	29	19
1	37.50	4.17	0.00	*	33.33	10.53	*	58.33	63.16	*	4.17	26.32	32	24	19
2	45.83	0.00	5.00	*	44.00	20.00	*	52.00	60.00		4.00	15.00	24	25	20
3	*	4.76	0.00	*	38.10	15.00	46.88	42.86	45.00	*	14.29	40.00	32	21	20
4	*	18.75	4.35	57.14	37.50	30.43	*	34.38	39.13	*	9.38	26.09	35	32	23
5	*	25.00	5.00	48.15	37.50	45.00	*	33.33	45.00	*	4.17	5.00	27	24	20
6	*	15.00	9.52	50.00	45.00	33.33	*	35.00	38.10	*	5.00	19.05	28	20	21
All Grades	21.70	10.86	4.23	39.62	36.57	26.76	28.30	44.57	49.30	10.38	8.00	19.72	212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.34	10.53	35.29	20.69	47.37	38.24	58.62	42.11	*	10.34	0.00	34	29	19
1	43.75	16.67	5.26	50.00	41.67	63.16	*	37.50	21.05		4.17	10.53	32	24	19
2	62.50	24.00	10.00	*	40.00	35.00	*	32.00	55.00	*	4.00	0.00	24	25	20
3	*	4.76	0.00	59.38	57.14	30.00	*	28.57	35.00	*	9.52	35.00	32	21	20
4	34.29	34.38	8.70	48.57	59.38	47.83	*	0.00	30.43	*	6.25	13.04	35	32	23
5	44.44	50.00	30.00	*	29.17	45.00	*	16.67	20.00	*	4.17	5.00	27	24	20
6	*	40.00	9.52	53.57	40.00	42.86	*	15.00	23.81	*	5.00	23.81	28	20	21
All Grades	33.96	25.71	10.56	42.92	41.14	44.37	13.68	26.86	32.39	9.43	6.29	12.68	212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.90	5.26	*	13.79	15.79	55.88	65.52	52.63	*	13.79	26.32	34	29	19
1	*	8.33	0.00	43.75	25.00	5.26	*	37.50	26.32	*	29.17	68.42	32	24	19
2	*	0.00	0.00	54.17	24.00	25.00	*	60.00	40.00	*	16.00	35.00	24	25	20
3		0.00	5.00	*	28.57	10.00	46.88	52.38	25.00	37.50	19.05	60.00	32	21	20
4	*	6.25	4.35	45.71	34.38	13.04	37.14	46.88	47.83	*	12.50	34.78	35	32	23
5	*	0.00	5.00	44.44	29.17	15.00	*	58.33	65.00	*	12.50	15.00	27	24	20
6	*	5.00	4.76	*	30.00	23.81	*	50.00	33.33	*	15.00	38.10	28	20	21
All Grades	15.09	4.00	3.52	32.08	26.29	15.49	32.08	53.14	41.55	20.75	16.57	39.44	212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	13.79	5.26	41.18	75.86	89.47	*	10.34	5.26	34	29	19
1	71.88	50.00	21.05	*	50.00	68.42		0.00	10.53	32	24	19
2	58.33	36.00	10.00	*	60.00	85.00	*	4.00	5.00	24	25	20
3	*	4.76	10.00	56.25	80.95	55.00	*	14.29	35.00	32	21	20
4	45.71	31.25	30.43	51.43	59.38	60.87	*	9.38	8.70	35	32	23
5	40.74	25.00	30.00	44.44	62.50	65.00	*	12.50	5.00	27	24	20
6	*	30.00	14.29	67.86	50.00	66.67	*	20.00	19.05	28	20	21
All Grades	45.75	27.43	17.61	46.70	62.86	69.72	7.55	9.71	12.68	212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.45	15.79	55.88	75.86	68.42	35.29	20.69	15.79	34	29	19
1	*	0.00	5.26	65.63	91.67	78.95	*	8.33	15.79	32	24	19
2	54.17	12.00	15.00	*	80.00	80.00	*	8.00	5.00	24	25	20
3	*	23.81	0.00	62.50	66.67	65.00	*	9.52	35.00	32	21	20
4	48.57	34.38	4.35	45.71	59.38	82.61	*	6.25	13.04	35	32	23
5	48.15	66.67	40.00	*	33.33	50.00	*	0.00	10.00	27	24	20
6	42.86	65.00	28.57	50.00	30.00	47.62	*	5.00	23.81	28	20	21
All Grades	35.38	28.00	15.49	51.89	63.43	67.61	12.74	8.57	16.90	212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.45	0.00	70.59	82.76	94.74	*	13.79	5.26	34	29	19
1	40.63	20.83	5.26	*	45.83	15.79	*	33.33	78.95	32	24	19
2	*	8.00	0.00	58.33	72.00	75.00	*	20.00	25.00	24	25	20
3		4.76	5.00	50.00	57.14	25.00	50.00	38.10	70.00	32	21	20
4	*	3.13	4.35	71.43	62.50	47.83	*	34.38	47.83	35	32	23
5	*	12.50	5.00	51.85	70.83	70.00	*	16.67	25.00	27	24	20
6	*	5.00	9.52	*	40.00	33.33	50.00	55.00	57.14	28	20	21
All Grades	18.87	8.00	4.23	52.36	62.86	51.41	28.77	29.14	44.37	212	175	142

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	20.69	33.33	41.18	48.28	38.89	41.18	31.03	27.78	34	29	18
1	*	8.33	0.00	75.00	75.00	42.11	*	16.67	57.89	32	24	19
2	*	4.00	0.00	66.67	80.00	55.00		16.00	45.00	24	25	20
3	*	9.52	10.00	71.88	80.95	60.00	*	9.52	30.00	32	21	20
4	37.14	15.63	4.35	57.14	75.00	69.57	*	9.38	26.09	35	32	23
5	40.74	12.50	10.00	51.85	79.17	75.00	*	8.33	15.00	27	24	20
6	*	40.00	23.81	67.86	50.00	66.67	*	10.00	9.52	28	20	21
All Grades	24.53	15.43	11.35	61.32	69.71	58.87	14.15	14.86	29.79	212	175	141

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students continue to make steady progress in English Language Development due to increased emphasis on classroom ELD strategies and protected/designated time to focus on language practices and fluency.
2. ELD is consistently integrated into all content areas increasing the opportunity for students to produce and utilize language.
3. Ellevation platform will continue to be used to support students at the EL levels with targeted lessons, strategies, and tools.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
426	**86.2**	**32.4**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	138	32.4
Foster Youth	3	0.7
Homeless	3	0.7
Socioeconomically Disadvantaged	367	86.2
Students with Disabilities	28	6.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.9
American Indian or Alaska Native	2	0.5
Asian	2	0.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	N/A	N/A
Hispanic	374	87.8
Two or More Races	3	0.7
Native Hawaiian or Pacific Islander	4	0.9
White	25	5.9

Conclusions based on this data:

1. Most of population is socioeconomically disadvantaged (85.4%) and this often represents high needs for school provided resources.
2. 84.9% of our students are Hispanic. 34.7% are English Language Learners. 6.5% are Students with Disabilities. Enrollment numbers and defined percentages are lower in 2021-2022 than indicated in this report.
3. A more concentrated effort towards family engagement opportunities and outreach resources are needed to further build connections between home and school. Families have had more identified needs during the pandemic.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. Data from Dashboard is not current due to suspension of CAASPP testing.

2. Attendance rate in 2021 averaged 95.99%. By end of 2022, it was reduced to 91.25%. Chronic absenteeism numbers have increased to 32.5% due to COVID related absences/quarantine absences. Independent study contracts and virtual lessons were instituted to support student re-engagement strategies.

3. Suspension rates were 0% in 2020-21 but slightly raised to 0.44% due to in-person return to campus and student interactions. Student supports for PBIS/SEL systems are set in place and consistent to address specific behaviors. Explicitly taught skills have been incorporated into daily class lessons. Restorative practices have been implemented to work on resolution to playground issues. Peer mediators have been implemented to support low-level playground behaviors.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Yellow

20.4 points below standard

Increased
Significantly
++17.1 points

337

English Learners

Yellow

28.3 points below standard

Increased
Significantly
++15.4 points

163

Foster Youth

No Performance Color

0 Students

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged

Yellow

25.5 points below standard

Increased
Significantly
++15.5 points

289

Students with Disabilities

Orange

88.9 points below standard

Increased
Significantly
++36.8 points

32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 25.6 points below standard Increased ++14.7 points 290	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 19.4 points above standard Increased Significantly 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.7 points below standard Maintained ++1.1 points 88	36.8 points above standard Increased Significantly 75	19.9 points below standard Increased ++12.3 points 162

Conclusions based on this data:

1. All subpopulations showed significant increase in overall scores during this last reported test administration. Current instructional practices, and intense focus on AVID and collaborative grade level team work has made a huge difference on overall student achievement. Students have a deeper understanding of the state standards. CAASPP resumed in 2021-2022 and results will be available by Fall 2022.

2. Inclusive practices have really made an impact with the Special Education population increasing in all content areas.

3. Intervention supports (literacy support teachers) and guided reading practices have also had a tremendous impact on the data. These efforts will be continued to strengthen foundational skills.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	
50.5 points below standard	53.6 points below standard	
Increased ++4.9 points	Increased ++4.5 points	
337	163	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	54.9 points below standard	106.6 points below standard
1	Increased ++4.4 points	Increased Significantly ++18.4 points
	289	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10		4	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
54.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy		24.8 points below standard
Increased ++4.2 points	1		Increased ++3.8 points
290			28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.3 points below standard	9.5 points below standard	53.3 points below standard
Maintained -0.5 points	Increased ++5.4 points	Maintained ++0.8 points
88	75	162

Conclusions based on this data:

1. All significant subgroups increased in this content area during the last test administration. In 2021-22, CAASPP testing resumed. Results pending Fall 2022.
2. More intentional focus will be given on research based math practices.

Incorporation of strategies needed for students with disabilities--increase communication between general education and special education teachers to provide the least restrictive environment for all.

3. Increase intervention support will be implemented with additional math support position to assist in building math fluency and conceptual understanding as well as the need to increase opportunities to develop inquiry and problem solving skills.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.8 making progress towards English language proficiency
Number of EL Students: 144
Performance Level: Medium

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.

2019 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
13.1	34.0	2.7	

Conclusions based on this data:

1. Based on 2020-21 ELPAC data, 121 students took the Summative assessment while 15 students took the Initial ELPAC, totally up to 136 students. 21 students did not have ELPAC results for 2020 Summative ELPAC to demonstrate current improvement or regression in comparison to the 2021 results. Out of the 94 students with results for both years, the data shows that:
15 students Advanced in EL level
48 students Remained the same EL level

	31 students Regressed to a previous EL level
2.	In 2021-2022 5 students were reclassified based on new criteria of earning a level 4 on ELPAC.
3.	Ellevation platform will continue to be used to provide assistance at their EL level with targeted strategies/supports.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
10	10.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.7	Increased Significantly +5.7	3
589	204	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	10.6	12.5
4	Increased Significantly +3.7	Increased +9.2
	500	48

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
15.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +9.1	1	4	2
19			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
9.6	7.1	Less than 11 Students - Data Not Displayed for Privacy	12.8
Increased Significantly +4	Declined -7.1	1	Increased +0.7
501	14		47

Conclusions based on this data:

1. There was a lot of transition during the year with students withdrawing and then returning. Many students/families also were hit hard by COVID. Several students were placed on isolation/quarantine for extended absences. Virtual students were included in the data and many did not attend on-line sessions.

2. Re-engagement strategies were prioritized and supports offered to families due to the pandemic and distance learning schedules. Hot spots were distributed to homes that needed internet connection to be able to attend school for those in the virtual learning program.
Due to distance learning, our chronic absentee rate is 9.93%. Students started off strong with engagement but have slowly declined in overall participation. SEL lessons have been incorporated into daily instruction to assist students to feel more connected. Meetings with parents to discuss concerns, implementation of incentives, and provide resources have been scheduled to support families that are struggling with online learning.
The Chronic Absenteeism rate has increased to 32.5% in 2022 due to the impact from COVID and many needing to be placed on quarantine or isolated. Independent Study Contracts were utilized to support families with engagement and attendance.

3. Attendance Rate to Date for 2020-21 school year 96.39% For 2021-22, the attendance rate was at 91.25% declining from previous years.

   Goal: To Maintain 2% growth for 2022-23 school year

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

1.8

Increased +0.7

613

English Learners

Orange

1.4

Increased +1

211

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Socioeconomically Disadvantaged

Orange

1.9

Increased +0.9

514

Students with Disabilities

Blue

0

Declined -3.2

52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Maintained 0	1	4	2
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
1.3	7.1	Less than 11 Students - Data Not	5.9
Increased +0.3	Increased +7.1	1	Increased +4.5
520	14		51

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1	1.8

Conclusions based on this data:

1. Continued SEL supports and practices in conjunction with PICO counselors and behavioral health associates to assist students with social skills will be a priority.
2. Continued efforts will be placed for student leadership in trainings for students in the process of mediation and restorative practices through a RCOE program to assist with playground behavior referrals. Training for supervisors on how to handle issues as they arise and de-escalate situations will also be provided. Recess/lunch activities need to be engaging to involve students to reduce potential issues.
3. Consistent practices of explicitly taught PBIS/SEL skills in the classroom daily will be revisited and enforced daily to remind students of expectations and establish a system of acknowledgement and correction.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	P2, P4, P8

Identified Need from the Annual Evaluation and Needs Assessment:

As a result of this analysis, continued collaboration time to support grade levels is essential to planning and analyzing student data to inform instruction. Teachers will be sent to AVID trainings (if offered) to gain an overall perspective and continue with implementation of strategies. Guided reading materials will be examined and supported to assist teachers with differentiated materials for student use. Math strategies will be monitored and support will be given by Math Support teacher working with students that have identified needs. Grade levels will be more strategically focused on designated ELD time and utilize lessons based upon student levels. English Language Learner's needs will be addressed more closely. ELD instruction will be further enhanced with Ellevation tools and resources for teachers to target more in-depth goals to assist in building English proficiency. Staff training for inclusive practices will be offered to support school wide initiatives.
Embedded intensive intervention and SEL supports were continued to maximize support for learning loss. Extended Learning Opportunities will be implemented to provide additional time to practice standards/skills. Math intervention support will be integrated in addition to the already existing interventions tied to literacy needs. Collaboration time for grade level teams will be prioritized within budget to allow discussions regarding success criteria, clarity of learning objectives, and feedback so the budget will have allowances for that release time. The library just went through a recent transformation creating a positive learning environment for students to take advantage of maker space activities as well as use materials to enhance literature based activities.
Inclusive practices continue to be implemented through the collaboration and planning of special education staff and grade level teachers.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA)	Granite Hill will continue to use the CA Dashboard to view current data results from the Spring 2022 testing administration.	Due to the suspension of the 2020 and 2021 Dashboard, expected outcomes will be established on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments (Math)	Granite Hill will continue to use the CA Dashboard to view current data results from the Spring 2022 testing administration.	Due to the suspension of the 2020 and 2021 Dashboard, expected outcomes will be established on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	ELPAC Summative results from the 2020-21 School year based on 121 students assessed: 4 Well Developed : 4.23% 3 Moderately Developed: 26.76% 2 Somewhat Developed: 49.30% 1 Beginning Stage: 21.5% Based on 2020-21 ELPAC data, 121 took the Summative assessment while 15 students took the Initial ELPAC, totally up to 136 students. 21 students did not have ELPAC results for 2020 Summative ELPAC to demonstrate current improvement or regression in comparison to the 2021 results. Out of the 94 students with results for both years, the data shows that: 15 students Advanced in EL level 48 students Remained the same EL level 31 students Regressed to a previous EL level	ELPAC assessments were conducted for the 2021-22 school year. Data should be available in the Fall of 2022. Goal is to improve by 2% for each level as evidenced by ELPAC results.
P4 English learner reclassification rate	For the 2020-2021 school year, Granite Hill currently had 5 students reclassified for a 4.13% rate. Due to virtual learning the previous year, many teachers did not recommend students for reclassification.	Goal to continue to reclassify 3% annually in the following school year. Return to in-person learning allows for more individualized and small group instruction.
P8 Other student outcomes:NWEA	2021-22: District benchmark assessment switched to NWEA. Although data can not show progress due to different measures of assessment the past two years, results provided a way for teachers to analyze student achievement.	Expected Outcomes for 2022-23 All grade levels K-6 will have an increase of 2% in the number of students who score average to high average on the NWEA assessments for ELA and Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	For overall English: Comparing Winter to Spring Data 21-22 % indicates those scoring at grade level or above. TK- only 5 students tested so NWEA was not enough in sample to generate a % K- 37% in Winter to 24% in Spring 1st- 27% in Winter to 32% in Spring 2nd-25 % in Winter to 30% in Spring 3rd-32% in Winter to 32% in Spring 4th-29% in Winter to 22% in Spring 5th-42% in Winter to 38% in Spring 6th-52% in Winter to 45% in Spring For overall Math: Comparing Winter to Spring Data 21-22 % indicates those scoring at grade level or above. TK- only 5 students tested so NWEA was not enough in sample to generate a % K- 45% in Winter to 49% in Spring 1st- 28% in Winter to 40% in Spring 2nd-28% in Winter to 33% in Spring 3rd-22% in Winter to 29% in Spring 4th-20% in Winter to 11% in Spring 5th-11% in Winter to 18% in Spring 6th-29% in Winter to 30% in Spring	
P8 Other student outcomes: Read 180	Based on the data from recent administration, out of 74 students 37 of them scored Basic or above (Advanced/Proficient) to a total of 50% to establish as a baseline.	Expected Outcomes for 2022-23 6th Grade students will have an increase of 2% on the HMH Reading Inventory for ELA overall scores. SED and EL students will demonstrate a 2% increase in overall ELA scores.
P8 Other student outcomes: MDTP	Based on the data from recent administration, out of 71 students that took the exam, the average percentage scored was 39.86%. Only 4 students scored average or above.	Expected Outcomes for 2022-23 6th Grade students will have an increase of 2% on the MDTP Inventory for Math overall scores. SED

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		and EL students will demonstrate a 2% increase in overall Math scores.

Planned Strategies/Activities

Action 1.1
CCSS Implementation

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Collaborative PD time for staff on content standards implementation and effective strategies for mathematics, science, ELA/ELD, Grade Level Team calibration and collaboration around success criteria and feedback as well as priority standards and technology including data analysis. b. AVID implementation grades TK-6. Release time for AVID team to plan, organize and collaborate for parent events, instructional practices, and completion of documentation c. Coordinate staff development and in-class support for AVID, UoS/district adopted curriculum implementation, technology, and Math research based practices. d. Provide conference opportunities for teachers to support implementation of all programs/initiatives e. Provide release time/subs for teachers for extensive planning including content planning,and analysis and/or calibration for NWEA assessments and student performance tasks.	X All Students X Other student group(s) English Learners	Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $8075.00 Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3140.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10900.00 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2740.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00 Gap materials and Supplies to support EL learners

		4000-4999: Books And Supplies Title III LEP -- 4203 $1581.00

Action 1.2
Intervention

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials) b. Continue 4th-6th grade ELA, ELD, and math support with intervention Math Support teacher c. Provide resources for the implementation of intensive interventions for students d. Provide collaboration time for teachers to analyze Ellevation resources to improve instruction for EL learners	X All Students X Other student group(s) English Learners	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2146.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5400 Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $94,180 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $73,096 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $119,476

Action 1.3
Resources

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Purchase materials to support AVID implementation, UoS, new Science curriculum, ELD, Collaboration for Grade Level Teams, and technology, including print material, web-based supplemental materials, and manipulatives b. Supplemental ELA/ELD and Mathematics materials	X All Students X Other student group(s) English Learners	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5700.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $479

Action 1.4

EL Support

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
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)	X Other student group(s) Enlgish Learners	Bilingual Language Tutors (2 @ 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $27,340 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $2000.00

Action 1.5

Preschool Transition to TK/Kindergarten

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Transitional K/Kindergarten Orientation: The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets,	X Other student group(s) Head Start/Preschool	

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

Action 1.6

Communication Enhancement Program

	X Modified Action	

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

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P1

Identified Need from the Annual Evaluation and Needs Assessment:

Behavioral Support specialists have been consulted to review specific strategies for identified students. Office staff will monitor number of behavioral health referrals to our Parent and Outreach department. Principal will work with the attendance clerk to monitor attendance, parent letters, independent study contracts and SART contracts. Emergency comfort kits will be ordered for students in the event of an emergency situation. Principal will continue to collaborate with Behavior Health Associate to see if all the resources are being used to service students most efficiently. Additional trainings are going to be provided by district staff to teachers, supervisors, and support staff to support students identified with behavioral or social emotional concerns. PBIS/SEL coaches will continue to work with small groups on social skills but will expand it by working with supervisors on how to handle situations on the playground using the set expectations. Morning meetings with students in the classroom to support SEL lessons will continue. Schedules will be revised to accommodate lunch/recess schedules combining grade levels to make supervision more effective.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate:	The Cumulative Attendance Percentage rate for 2021-22 as of April 2022 is 91.25 %. Student attendance has shown a significant decline due to	Expected outcome for 2022-23: Maintain or increase attendance rate by 3% as depicted in the end of the year attendance report.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	COVID protocols with quarantine and isolation procedures. Parents were more cautious with sending students to school. Although many would sign an Independent Study contract, work completion rates were down. Parents stated that they were limited in helping students with the assignments.	
P5 Chronic Absenteeism rate:	As of April 2022, Granite Hill's Chronic Absenteeism rate as indicated on JUSD is 32.5% It is higher than normal due to the number of positive COVID cases that were reported to the school as well as those who were in close contact and needed to remain at home on isolation.	Goal: Reduce Chronic Absenteeism rate for by 0.5% Maintain rate exceeding District/County/State percentages
P6 Pupil Suspension rate:	To date, the suspension rate is 0.44% which is in the Very Low indicator status level. Intensive efforts to promote PBIS/BSEL lessons have proven to be effective in supporting student behaviors and dealing with them proactively.	Goal: Maintain or Reduce Pupil Suspension Rate to remain below district average for suspension
P6 Surveys of pupils, parents, teachers on sense of safety:	Parents responded 89% in Winter LCAP survey that "In order for the school/district to be successful in the next three years, how important is it to focus on school climate and culture?" Currently, parents responded 77% that the school/district is focusing on school climate and culture. The discrepancy in the data reveals that there are some areas that are needing to be worked on. Parents have been very vocal indicating that they are feeling disconnected this year due to the requirements limiting parent on-site participation. Students responded 58% for both grades 3-5 and 6th that they felt safe at school. This is aligned with the district average. Students have been more fearful of safety due to illness as well as having difficulties getting along with one another after being separated for over a year due to distance learning. This is the basis for the intensive efforts to focus on BSEL strategies this year to assist students with overcoming the apprehension of feeling unsafe.	Expected outcome for 2022-23: Increase parent survey response and increase positive responses on survey results focusing on safe and order school practices by at least 4%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Surveys of pupils, parents, teachers on sense of safety:	On the Panorama Social- Emotional Learning survey we had a total of 249 students in grades 3-6 participate. There were a total of three surveys that were completed by each student: Panorama Social Emotional Learning: Student Competency & Well Being Measures, Panorama Student Survey (School Level), and Student Back-to-School + Student Supports + Environment Surveys. The results were as follows: Grades 3-5 (172 participants) According to the results 70% of the students were excited to return to in-person learning. The perception of the overall social and learning climate of the school resulted in 68% favorable. Sixty- Eight percent of students feel that they are valued by the members of the school community and 71% of students feel that school is interesting, important, and useful. Lastly, in student competency and well-being students in grades 3-5 demonstrated strength in self-management, social awareness and positive feelings. Grade 6 (76 participants) According to the results 80% of the students were excited to return to in-person learning. The perception of the overall social and learning climate of the school resulted in 61% favorable. Fifty-four percent of students feel that they are valued by the members of the school community and 60% of students feel that school is interesting, important, and useful. Lastly, in student competency and well-being, students in the 6th grade demonstrated strength in self-management, social awareness and positive feelings.	Expected outcome for 2022-23: Increase parent survey response and increase positive responses on survey results focusing on safe and order school practices by at least 5%.

Planned Strategies/Activities

Action 2.1
PBIS Resource materials

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. PBIS Resource materials to support PBIS implementation on campus – instructional materials b. Funding to support PBIS incentive programs and attendance incentives in place – student t-shirts, prizes, medals, movies, certificates, games, stickers, printing costs for tickets and posters c. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, PBIS and to prepare for upcoming events. d. Continue to improve customer service in the office – provide extra compensation to provide a smooth transition into school, including preparation of library use for teachers and support. e. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program. f. Supervision of campus events- activity supervisors will monitor campus to ensure safety of students, staff, and families.	X All Students	PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $1040.00 Activity Supervisor (2.75 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,544 Customer Service Improvement Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $750.00 Classified Support Staff - Activity Supervisor Meetings/Trainings. Hourly release 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1750.00 Classified Support Staff: Activity Supervisors monitor campus events 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,250.00 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4500

Action 2.2
Health Care Aide (HCA)

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Health Care Aide (HCA) to support health services and parent communications b. Continue to provide in-services for staff and students regarding PE activities and Playground Safety practices. Implementation of lunch clubs/teams (intramural sports) c. 100 Mile Club support (t-shirts, incentives, etc)	X All Students	Classified, hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000.00 Health Care Aide 3.0 Hour (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $22,442 Student incentives-100 Mile Club 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $400.00

Action 2.3

Safety Coordinator and Administrative Designee

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. b. Purchase materials as needed to support the development of our site safety plan	X All Students	Teacher, hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1177.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3250.00

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Some changes that will be made are: to increase parent communication through Peachjar; inform parents of this way of communication. Continue to utilize Q communication/ Parent Square to inform families of events, activities, and school information. Pairing parent workshops/ meetings with school functions to promote higher levels of parent involvement. Develop social media sites so that parents have further communication on upcoming activities. Discuss with Leadership team other opportunities to get parents involved and to showcase student achievement: math nights, stem projects, reading opportunities, etc. Develop student council to increase student involvement with campus activities; create various clubs for students to be a part of to be actively engaged. Parent meetings are also scheduled/available for live Zoom/Google Meets as necessary due to circumstances surrounding COVID19. Meetings will be offered both virtually and in-person to accommodate parent work schedules. College and Career workshops will be implemented to support AVID initiatives and to allow parents to become part of the learning process.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	2021 LCAP results show that 88.5% or parents feel that they are extremely well informed/moderately well informed of school-wide activities. This data actually exceeded the goal (84-86%). This can be	2022-23 Expected Outcome: There will be an increase of at least 5% of parents indicating that they were well informed of school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	largely attributed to the communication efforts using Class DoJo, school website, and Facebook to notify parents of school activities since parent on-site visitations were limited due to restrictions. 84.6 % of parents felt that they were extremely well informed/moderately well informed of classroom activities which met the target of 84-86%. Due to the transition of our LCAP survey to Panorama Education, specific data for the 2021-22 school year is not available and will be reported with the 2022-23 baselines.	and classroom activities and that they were involved in decision making opportunities for the school site.
P5 Student Engagement	Due to the transition of our LCAP survey to Panorama Education, specific data for the 2021-22 school year is not available and will be reported with the 2022-23 baselines. Based on Panorama results, there was a 60% response of school belonging but it was not the same question as previously with LCAP with whether they felt welcome at the school. Different exploring questions were asked so it is difficult to compare the two measures.	2022-23 Expected Outcome: There will be an increase of at least 5% of students indicating that they felt welcomed at the school and have a positive learning environment. Many this year felt detached with distance learning. Maintaining staff percentage or increase by 2% of those who felt overall climate of school site was welcoming and that they are part of a collaborative culture.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Due to the transition of our LCAP survey to Panorama Education, specific data for the 2021-22 school year is not available and will be reported with the 2022-23 baselines. Based on Panorama results, there is a 74% response from parents satisfied with classroom instruction and 77% responded favorably regarding school climate and culture. Different exploring questions were asked from previous LCAP so it is difficult to compare the two measures.	2022-23 Expected Outcome: There will be an increase of at least 5% of parents indicating that they felt welcomed at the school site and satisfied with instruction. There was a strong indication that many families were not satisfied with distance learning and wanted to return to full time in-person. CHKS: anticipated outcome to increase student responses by 5%. No data results are available at this time.

Planned Strategies/Activities

Action 3.1
Parent Engagement

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, digital citizenship) Meetings may also be held virtually by Zoom/Google Meets as well as in-person to accommodate additional participants if necessary. EL parents will be invited for additional trainings regarding ELD instruction, ELPAC testing, and primary language materials. b. Parent center/areas will be available to support parent communication. (Computer, printer, library access, resources) c. All parents and staff will have leadership opportunities through advisory committees (i.e., ELAC, SSC, parent groups) d. Provide translation, refreshments, and childcare for all parent engagement opportunities e. Parent support materials for parent outreach f. Materials and refreshments for Parent Night activities such as - Book Fair, Trunk-N-Treat Carnival, Father Daughter Dance, Mother Son Game Night, Family Walk, Talent Show events g. Translator Clerk Typist to translate materials, parent meetings and be available for translation for parents as needed	X All Students	Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $574.00 Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $850.00 Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $950.00 Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $800.00 Classified Hourly (translation-parent conferences, meetings after contract hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1755.00 Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $488.00 Parent Training: Site Based 4000-4999: Books And Supplies Title III LEP -- 4203 $200.00

Action 3.2
School Connectedness

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events. (planning childcare, refreshments, etc.) b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours. c. Use Social Media to build school culture and community buy-in. d. Student clubs will be supported to increase student engagement at school	X All Students	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $850.00 Teacher-Certificated Hourly (after school clubs-ELO) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $11400.00 Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1087.00 Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $58,041

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (ELA)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Granite Hill will continue to use the CA Dashboard to view current data results from the Spring 2022 testing administration.
P4 Statewide Assessments (Math)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Granite Hill will continue to use the CA Dashboard to view current data results from the Spring 2022 testing administration.
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	ELPAC assessments are still being conducted for the 2021-22 school year. Data should be available in the Fall of 2022. Goal is to improve by 2% for each level as evidenced by ELPAC results.	ELPAC Summative results from the 2020-21 School year based on 121 students assessed: 4 Well Developed : 4.23% 3 Moderately Developed: 26.76% 2 Somewhat Developed: 49.30% 1 Beginning Stage: 21.5% Based on 2020-21 ELPAC data, 121 took the Summative assessment while 15 students took the Initial ELPAC, totally up to 136 students. 21 students did not have ELPAC results for 2020 Summative ELPAC to demonstrate current improvement or regression in comparison to the 2021 results. Out of the 94 students with results for both years, the data shows that: 15 students Advanced in EL level 48 students Remained the same EL level

Metric/Indicator	Expected Outcomes	Actual Outcomes
		31 students Regressed to a previous EL level
P4 English learner reclassification rate	Reclassified Students 18-19 16.16 % Reclassified Students 19-20 approx. 19% Goal to continue to reclassify 2% annually in the following school year.	For the 2020-2021 school year, Granite Hill currently had 5 students reclassified for a 4.13% rate. Due to virtual learning the previous year, many teachers did not recommend students for reclassification.
P8 Other student outcomes-Istation (alternative assessment)	2020-21: Istation was used as an alternative assessment in lieu of the CAASP to provide data on student progress. The CAASPP Alternate Assessment Data (Istation) for English and Math results are as follows: For overall English: 31% Met or Exceeded the designated target 34% Nearly Met the goal 36% Did Not Meet For overall Math: 29% Met or Exceeded the designated target 23 % Nearly Met 49 % Did Not Meet For English (identifying SED population): 25% Met or Exceeded the designated target 37% Nearly Met the goal 37% Did Not Meet For Math (identifying SED population): 27% Met or Exceeded the designated target 24% Nearly Met the goal 29% Did Not Meet For English (identifying EL population): 10% Met or Exceeded the designated target 24% Nearly Met the goal 67% Did Not Meet	2021-22: District benchmark assessment switched to NWEA. Although data can not show progress due to different measures of assessment the past two years, results provided a way for teachers to analyze student achievement. For overall English: Comparing Winter to Spring Data 21-22 % indicates those scoring at grade level or above. TK- only 5 students tested so NWEA was not enough in sample to generate a % K- 37% in Winter to 24% in Spring 1st- 27% in Winter to 32% in Spring 2nd-25 % in Winter to 30% in Spring 3rd-32% in Winter to 32% in Spring 4th-29% in Winter to 22% in Spring 5th-42% in Winter to 38% in Spring 6th-52% in Winter to 45% in Spring For overall Math: Comparing Winter to Spring Data 21-22 % indicates those scoring at grade level or above. TK- only 5 students tested so NWEA was not enough in sample to generate a % K- 45% in Winter to 49% in Spring 1st- 28% in Winter to 40% in Spring 2nd-28% in Winter to 33% in Spring 3rd-22% in Winter to 29% in Spring

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Testing administration took place after virtual learning instruction for an entire year. Accuracy is not exact due to poor internet connections for some students, lack of teacher support to log into system (testing environment at home), and family members may have assisted with assessment.	4th-20% in Winter to 11% in Spring 5th-11% in Winter to 18% in Spring 6th-29% in Winter to 30% in Spring
P4 Other student outcomes: Read 180	Read 180 Diagnostic Test will provide a baseline on the progress of 6th grade students in regards to the ELA standards.	Based on the data from recent administration, out of 74 students 37 of them scored Basic or above (Advanced/Proficient) to a total of 50% to establish as a baseline.
P4 Other student outcomes: MDTP	The MDTP will provide a baseline on the progress of 6th grade students in regards to Math standards.	Based on the data from recent administration, out of 71 students that took the exam, the average percentage scored was 39.86%. Only 4 students scored average or above.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCSS Implementation a. Collaborative PD time for staff on UoS implementation and effective strategies for mathematics, ELA/ELD, Impact Team calibration and collaboration around success criteria and feedback as well as priority standards and technology including data analysis. Additional teams to be added to professional development training. b. AVID implementation grades TK-6.	CCSS Implementation: a. Due to COVID restrictions and staffing shortages, collaborative PD was limited. Teachers had virtual opportunities to attend optional trainings so substitute release time was not utilized. Grade levels continued to work on constructing success criteria and evaluating student work to inform instructional practices. Teams used collaboration time to analyze data from various	Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2600.00 Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $800.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
c. Coordinate staff development and in-class support for AVID, UoS implementation, technology, Math Review, Math F.U.N., and the Collaborative Teaching model d. Provide conference opportunities for teachers to support CSS implementation e. Provide release time/subs for teachers for extensive planning including UoS planning, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS and UoS Performance Task assessments.	assessments to share effective teaching strategies. b. Grade levels continued to use AVID based research strategies to support students. Three-column notes and close reading activities were evident throughout many grade levels. District funded all materials for organization tools. Systems were set in place to assist students with organizing their materials, time, and thoughts. c. Staff meetings, grade level collaboration team meetings, AVID site team meetings all provided brief staff development for implementation of strategies and integration of technological support into lessons.Support for Balanced Math strategies by the Balanced Math Facilitators occurred with demonstration lessons in classrooms as well as after school collaboration time for those needing assistance with resources (make-and-take workshops) d. Teachers were provided with virtual conference opportunities. Many teachers opted to work on Alludo activities to learn new concepts and support with current initiatives. e. Substitute release time was not provided for extensive planning due to staffing shortages. DIBELS was no longer utilized and teachers began using NWEA benchmark assessments. Planning and	$9950.00 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1850.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00 Gap materials and Supplies to support EL learners 4000-4999: Books And Supplies Title III LEP -- 4203 $2101.00	$4,890.00 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $98.20 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00 Materials/Supplies (GAP to support ELLs) 4000-4999: Books And Supplies Title III LEP -- 4203 $920.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention a. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials) b. Continue 4th-6th grade ELA, ELD, and math support with intervention teacher c. Provide resources for the implementation of intensive interventions for students d. Provide collaboration time for teachers to analyze Ellevation resources to improve instruction for EL learners	Intervention Support a. Early Literacy/Primary Intervention Primary Literacy Support teacher supported teachers in grades TK-3 with leveled reading text and utilized instructional materials to support student achievement. The literacy support teacher gathered NWEA data and worked with teams to analyze and strategize supports for student academic needs. b. Intervention supports continued in grades 4-6. A Math support intervention teacher was added to provide further assistance to identified students. c. Resources were provided to support intensive interventions (letter tiles, organizational tools, picture cards, phonemic awareness cards, math manipulatives) for literacy/math support teachers to use. d. Teachers analyzed Ellevation resources and shared strategies within grade level collaboration time.	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1575.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3,700.00 Intervention Teacher .5 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $67,288 Intervention Teacher .5 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $67,288 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $138,330 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1,700	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $750.00 Literacy Support Teacher .5 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $67,288 Literacy Support Teacher .5 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $67,288 Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $138,330 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $675.00
Resources a. Purchase materials to support AVID implementation, UoS, NGSS, ELD, Impact Teams, technology, and Collaborative Teaching including print material, web-based supplemental materials, and manipulatives	Resources a. Avid Materials were purchased by the district. Print materials were limited as more technology based programs were utilized.	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5400.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $475	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $40.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $140.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
b. Supplemental ELA/ELD and Mathematics materials	b. Supplemental resources were purchased to support both ELA/ELD and Math instruction. Additional guided reading tools for organization and items for students that needed assistance with focus (fidgets, leg bands for chairs, wiggle cushions for seats, etc...)		
EL Support 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)	EL Support a. During the 2021-22 school year, both BLT positions were vacant due to staff movement. Vacancies were subbed out as much as possible to provide student support.	Bilingual Language Tutors (2 @ 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $41,540 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $2000.00	Bilingual Language Tutors (2 @ 3 hrs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $32,790 Material/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $200.00
Preschool Transition to TK/Kindergarten a. Transitional K/Kindergarten Orientation: The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. b. Preschool to Kindergarten Transition opportunities provided: Preschool to Kindergarten transition meetings. c. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines	Preschool Transition to TK/Kindergarten a. Transitional K/Kindergarten Orientation was conducted virtually to provide parent an overview of the school program. Parents were able to meet the teachers and learn of supports as to how to work with students at home. Activity packets were not created for parents prior to the start of the school year. b. Preschool to Kindergarten transition meetings were not addressed by the school site. c. Parents were unable to attend campus walk-throughs at the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
of the school, become familiar with the site, faculty and staff members they will be interacting with. d. Coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Granite Hill Elementary and adhere to any needs possible. e. Kindergarten Readiness Workshop made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.	beginning of the school year due to district COVID guidelines. Classified staff was able to assist students with the transition to the classrooms and provide a quick tour of school rooms to establish familiarity. d. Coordination of transitioning school documents from preschool sites to Granite Hill transpired through district mail, email communications, as well as virtual meetings (if needed) e. Kindergarten readiness workshops were held by JUSD PICO services department.		
Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Granite Hill is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	Communication Enhancement Program a. Granite Hill serviced two students this year in the CEP program with support from our LSH staff as well as parent involvement focusing on home based strategies and individualized practice.		

Analysis

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

Granite Hill utilizes AVID strategies throughout every grade level and focuses on note taking and close reading strategies. Students also use organizational tools to organize thoughts, materials, and time. The campus is focused on college and career pathways and is providing students opportunities to explore those options. Small group guided reading instructional strategies are also being consistently implemented. Literacy Support Teachers identify skills that students need and assist them within the classroom setting. Student groups are fluid and based on reading fluency and comprehension strategies. A Math Support Teacher was recently hired and has been servicing students to develop math competency with fact fluency and concepts. Grade levels used Balanced Math practices and were supported by two Balanced Math Facilitators to enhance math review and poster method strategies. Teachers continued to use NGSS to enhance student

learning in Science and create hands-on exploration activities. Teachers were able to use software programs such as Raz-Kids, Epic, See Saw to enhance instruction.

Teachers meet collaboratively on a weekly basis to reflect on student achievement and examine data/student work samples to inform instructional strategies and supports. Our Educational Specialist (RSP) works closely with staff to identify IEP goals and supports them within the Inclusion Model by going in to the classroom to work with students in their grade level classroom environment. More intensive support is offered as needed on a pull-out of class basis. Some students have not qualified for an IEP and were placed on a 504-Plan to continue to receive accommodations as needed.

EL learners have not had additional consistent primary language support since the vacancies in BLT positions have not been filled all year-long. Substitutes have been filling the position as available due to staffing shortages. Teachers have been using the Ellevation platform to locate resources and tools to support EL students during the designated ELD time. ELD support is offered throughout the day during integrated content areas. Students have available reading books in the library in their primary language to help build literacy skills and connect to family background. GATE students are identified and participate in an after-school program once a week to focus on enrichment and STEAM curriculum.

NWEA was implemented district wide to establish a new baseline for the 2021-22 school year. Fall results were not deemed to be truly accurate due to students and staff figuring out the system for the first time. Winter and Spring results were administered and showed student achievement with a more accurate depiction. Students that scored at grade level or above were included in the data. There were some areas of decline and those are being addressed during after-school ELO to work on practicing skills needed prior to the CAASPP. Teachers have provided ELO classes all three trimesters to allow extra time to work on grade level standards. Students were selected based on identified need and were grouped accordingly. Groupings were changed per trimester based on the next standard chosen.

For overall English: Comparing Winter to Spring Data 21-22
% indicates those scoring at grade level or above.

TK- only 5 students tested so NWEA was not enough in sample to generate a %

K- 37% in Winter to 24% in Spring
1st- 27% in Winter to 32% in Spring
2nd-25 % in Winter to 30% in Spring
3rd-32% in Winter to 32% in Spring
4th-29% in Winter to 22% in Spring
5th-42% in Winter to 38% in Spring
6th-52% in Winter to 45% in Spring

For overall Math: Comparing Winter to Spring Data 21-22
% indicates those scoring at grade level or above.

TK- only 5 students tested so NWEA was not enough in sample to generate a %

K- 45% in Winter to 49% in Spring
1st- 28% in Winter to 40% in Spring
2nd-28% in Winter to 33% in Spring
3rd-22% in Winter to 29% in Spring
4th-20% in Winter to 11% in Spring
5th-11% in Winter to 18% in Spring
6th-29% in Winter to 30% in Spring

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

Students and staff effectively transitioned back to in-person learning. Literacy Support teachers increased efforts to support reading fluency and comprehension. Despite being on virtual learning for over a year, students were quick to get back into routines and were eager to learn. Grade level teams focused on evaluating student achievement and set success criteria for students to gauge their own learning progress. Teams collaborated and used data from NWEA benchmarks to determine instructional practices needed to reinforce skills or what areas strengths were noted. BLT support was not present as both positions have been vacant all year. Substitutes have been hired but it was not consistent for students to feel comfortable or build rapport with someone.

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

The largest material difference between the Proposed Expenditures and Estimated Actual Expenditures is reflected in the allocation of certificated release time for: collaboration on data analysis of student results, discussion of implementation of instructional practices, and professional learning opportunities through conferences. Substitute release time was not an option due to staffing shortages caused by the COVID pandemic. Allocation for materials and supplies to support AVID initiatives, were purchased by the district allowing the site to keep the funds to use for other purposes.

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.

A Math Support teacher was hired in late February and began to service students this Spring. Additional intensive supports will be offered to identify specific areas to address math fluency and concepts that need to be targeted per grade level. Further training for SEL issues needs to be implemented since it impacts academic achievement when they are not able to focus. Yearlong ELO opportunities were provided to target skills/standards to give students time to develop and practice. AVID strategies will continue to be focused on within classrooms. A team of teachers will be attending AVID Summer Institute in 2022. A new Science adoption will be implemented creating some changes in curriculum. BLT staff will be hired to fill the vacancies and work with EL students consistently to offer primary language support.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate:	Expected outcome for 2021-22: Maintain or increase attendance rate by 0.5% as depicted in the end of the year attendance report. Attendance slightly increased in 2020-21 due to distance learning and kids joining classes even when ill (96.39%).	The Cumulative Attendance Percentage rate for 2021-22 as of April 2022 is 91.25 %. Student attendance has shown a significant decline due to COVID protocols with quarantine and isolation procedures. Parents were more cautious with sending students to school. Although many would sign an Independent Study contract, work completion rates were down. Parents stated that they were limited in helping students with the assignments.
P5 Chronic Absenteeism rate:	Goal: Reduce Chronic Absenteeism rate for by 0.5% Maintain rate exceeding District/County/State percentages	As of April 2022, Granite Hill's Chronic Absenteeism rate as indicated on JUSD is 32.5% It is higher than normal due to the number of positive COVID cases that were reported to the school as well as those who were in close contact and needed to remain at home on isolation.
P6 Pupil Suspension rate:	Goal: Maintain or Reduce Pupil Suspension Rate to remain below district average for suspension Suspension rate was at 0 % during the 2020-21 school year.	To date, the suspension rate is 0.44% which is in the Very Low indicator status level. Intensive efforts to promote PBIS/BSEL lessons have proven to be effective in supporting student behaviors and dealing with them proactively.
P6 Surveys of pupils, parents, teachers on sense of safety: (LCAP)	Expected outcome for 2021-22: Increase parent/student survey response and increase positive responses on survey results focusing on safe and order school practices by at least 2%. This year parents indicated that they did not feel as safe due to COVID-19 and the spread of the virus.	Parents responded 89% in Winter LCAP survey that "In order for the school/district to be successful in the next three years, how important is it to focus on school climate and culture?" Currently, parents responded 77% that the school/district is focusing on school climate and culture. The discrepancy in the data reveals that there are some areas that are needing to be

Metric/Indicator	Expected Outcomes	Actual Outcomes
		worked on. Parents have been very vocal indicating that they are feeling disconnected this year due to the requirements limiting parent on-site participation. Students responded 58% for both grades 3-5 and 6th that they felt safe at school. This is aligned with the district average. Students have been more fearful of safety due to illness as well as having difficulties getting along with one another after being separated for over a year due to distance learning. This is the basis for the intensive efforts to focus on BSEL strategies this year to assist students with overcoming the apprehension of feeling unsafe.
P6 Surveys of pupils, parents, teachers on sense of safety: (Panorama)	Expected outcome for 2021-22: Increase student survey response and increase positive responses on survey results focusing on safe and order school practices by at least 2%. Goal: (Increase by 1-3% in each area)	On the Panorama Social- Emotional Learning survey we had a total of 249 students in grades 3-6 participate. There were a total of three surveys that were completed by each student: Panorama Social Emotional Learning: Student Competency & Well Being Measures, Panorama Student Survey (School Level), and Student Back-to-School + Student Supports + Environment Surveys. The results were as follows: Grades 3-5 (172 participants) According to the results 70% of the students were excited to return to in-person learning. The perception of the overall social and learning climate of the school resulted in 68% favorable. Sixty- Eight percent of students feel that they are valued by the members of the school community and 71% of students feel that school is interesting, important, and useful. Lastly, in student competency and well-being students in grades 3-5 demonstrated strength in self-management, social awareness and positive feelings. Grade 6 (76 participants) According to the results 80% of the students were excited to return to in-person learning. The perception of the overall social and learning climate of the school resulted in 61% favorable. Fifty-four percent of students feel that they are

Metric/Indicator	Expected Outcomes	Actual Outcomes
		valued by the members of the school community and 60% of students feel that school is interesting, important, and useful. Lastly, in student competency and well-being, students in the 6th grade demonstrated strength in self-management, social awareness and positive feelings.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PBIS Resource materials a. PBIS Resource materials to support PBIS implementation on campus – instructional materials b. Funding to support PBIS incentive programs and attendance incentives in place – prizes, medals, certificates, games, stickers, printing costs for tickets and posters c. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, PBIS and to prepare for upcoming events. d. Continue to improve customer service in the office – provide extra compensation to provide a smooth transition into school, including preparation of library use for teachers and support. e. Saturday school funds to support the program and replenish ADA including	PBIS Resource materials a. Print shop was utilized to assist with printing PBIS playground and classroom referrals. Teachers used the same program and created curriculum as they had in the past. Discussion was centered around looking for new resources for curriculum based on identified student needs that became apparent on the return to in-person instruction. That discussion will continue next year. b. Incentives were purchased for student raffle drawings from earned PBIS coupon entries based on positive behavior. Printing of coupons was done by office staff. c. Meetings were held throughout the year to address new staff expectations, how to support substitute supervisors, review discipline data and areas of concern on playground. Schedules were examined to see if supervision coverage was sufficient.	PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $1040.00 Activity Supervisor (2.75 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,205 Customer Service Improvement Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $750.00 Classified Support Staff - Activity Supervisor Meetings/Trainings. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1750.00	PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $740.00 Activity Supervisor (2.75 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,205 Customer Service Improvement Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $75.00 Classified Support Staff - Activity Supervisor Meetings/Trainings. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $340.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
purchasing materials to support the Saturday School program.	d. Office supported parents with technical support for electronic submissions for registration, LEAP, Parent Connect, Annual Information Updates, and parent surveys. District provided additional staffing to support library EMCCs with preparation of library space, Chromebook repair orders, and textbook distribution. e. Saturday School supplies were purchased by the district this year to support the program. Along with the basic program to replenish ADA, teachers also participated in ELO opportunities to offer SEL activities to support instruction.		
Health Care Aide (HCA) a. Health Care Aide (HCA) to support health services and parent communications b. Continue to provide in-services for staff and students regarding healthy choices and healthy decision making to support the Healthy Bodies/Healthy Minds initiative which includes Integrating SPARK recess/PE activities c. 100 Mile Club support (t-shirts, incentives, etc)	Health Care Aide (HCA) a. Health Care Aide (HCA) supported health services and parent communications with extended hours (increased three hours paid by district). b. Staff inservices and Healthy Body/Healthy Minds SPARK recess activities were not implemented due to COVID restrictions. Updated playground equipment was purchased for student interest and use. c. 100 Mile Club provided students with incentives for making individually set goals.	Classified, hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000.00 Health Care Aide 3.0 Hour (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $20,569	Classified, hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Health Care Aide 3.0 Hour (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $20,569

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Safety Coordinator and Administrative Designee a. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. b. Purchase materials as needed to support the development of our site safety plan	Safety Coordinator and Administrative Designee a. Monthly drills were conducted with students and staff to practice various scenarios. Campus walk-throughs were conducted to note safety concerns. Issues were addressed by JUSD Maintenance and Operations department. Agencies (fire, police, city council representatives, etc.) were consulted and reviewed the elements of the Safety Plan to ensure that all elements were included. New staging areas were developed to make things more efficient in case of catastrophic event. b. Additional materials (tarps, flashlights, medical supplies) were purchased to store for emergency use. Development of student snack kits were discussed and will be addressed next year. Health office supplies were updated and equipment was inspected to ensure and maintain items in working order.	Teacher, hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $1177.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3250.00	Teacher, hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $738.00

Analysis

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

Many strategies at Granite Hill have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. Attendance intervention meetings along with SART meetings have been scheduled each trimester to work with families to ensure students are in class and not missing instruction. Students that were on isolation/quarantine were offered independent study contracts to keep up with classroom assignments. Trimester Achievement Awards were presented to recognize students that continued to SOAR (show respect, take ownership, act safely, and were responsible). These efforts were included as part of our PBIS/BSEL plan. The PBIS/BSEL team continued to support teachers with daily lessons, slides, resources to utilize during mandated Morning Meetings to support social emotional learning. Students were offered extra incentives each trimester if they modeled school expectations (popsicles, extra recess, PE cooperative games, art activities). Parent support was provided in the office by the EMCC and other staff to assist with technology support in accessing platforms such as Parent Connect as well as for registration for annual information updates and LCAP surveys. Digital Citizenship lessons were also

taught in the classroom to ensure that students were acting safely with the district issued technology tools and warned of the potential safety concerns with on-line interactions.

The Student Success Team collaborated to support students and implement intervention strategies (academic and behavioral) consistently throughout the school year. A Behavioral Health Associate was added by JUSD's PICO office to support strategies with students who were dealing with trauma from the pandemic as well as having difficulty with social skills and building/maintaining friendships. The Health Clerk Aide hours were extended to assist with the volume of students that were not feeling well or needed additional resources from PICO. Morning messages are given by student council members to report on daily events and to offer positive thoughts to begin the day. Many teachers participated in Saturday School beyond the basic district program. They offered ELO classes to support students academically in a fun and enriching environment focused on social emotional strategies.

Several students were trained virtually by RCOE to become peer mediators and have been assisting students with conflict mediation on the playground. They have also helped to identify students that appear lonely/withdrawn and have been instrumental in offering to play with them or just sit and talk to build on friendships.

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

Despite the attendance challenges due to the pandemic, Granite Hill worked with many parents to improve student attendance to avoid missed instruction. Many students were missing the important morning meetings (SEL component) because of tardies. Parents were also given an option to sign independent study contracts to assist with ADA and were willing to collect work from teachers. The Student Success Team added additional students to the schedule based on identified needs which meant we were able to provide more students with the support and accommodations needed to be successful. The Health Clerk Aide was able to reach out to more students to support with vision referrals, Borrego Dental services, and resources from PICO (food pantry, clothing closet) due to the extended hours. It has also offered more time to ensure health records are updated and that parents have more information regarding immunization requirements. Teachers have been more consistent with implementing PBIS lessons and activity supervisors have been following through to recognize students following the school expectations and issuing coupons for school raffles.

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

Material differences between the Proposed Expenditures and Estimated Actual Expenditures primarily occurred in the realm of Classified staff meetings for activity supervisors that were scheduled to be held monthly. However, the meetings took place every trimester due to staffing shortages and supervisors being absent for various reasons. Allocated funds for staff to attend the meetings had a carry over because of this necessary change.

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

The PBIS/BSEL team identified that the current curriculum should include a more in-depth component for students and have planned to add additional resources to support the program. The basic expectations have not been revised to reflect current trends and they felt that it needs to be more relevant. Release time to work on the school lessons will be given. The Safety coordinator will continue to plan more detailed safety drills that will include more "mock" situations for staff to practice their designated responsibilities. The Leadership team will have release time at the beginning of the year to address identified areas of support to proactively plan to meet the diverse needs of our students. Restorative Circles training or Capturing Kids Hearts workshops are being examined to provide staff more background on how to manage conflict mediation, and deal with trauma based student needs.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	2021-22 Expected Outcome: There will be an increase of at least 5 % of parents indicating that they were well informed of school and classroom activities and that they were involved in decision making opportunities for the school site.	2021 LCAP results show that 88.5% or parents feel that they are extremely well informed/moderately well informed of school-wide activities. This data actually exceeded the goal (84-86%). This can be largely attributed to the communication efforts using Class DoJo, school website, and Facebook to notify parents of school activities since parent on-site visitations were limited due to restrictions. 84.6 % of parents felt that they were extremely well informed/moderately well informed of classroom activities which met the target of 84-86%. Due to the transition of our LCAP survey to Panorama Education, specific data for the 2021-22 school year is not available and will be reported with the 2022-23 baselines.
P5 Student Engagement	2021-22 Expected Outcome: There will be an increase of at least 5 % of students indicating that they felt welcomed at the school and have a positive learning environment. Many this year felt detached with distance learning. Maintaining staff percentage or increase by 1% of those who felt overall climate of school site was welcoming and that they are part of a collaborative culture.	Due to the transition of our LCAP survey to Panorama Education, specific data for the 2021-22 school year is not available and will be reported with the 2022-23 baselines. Based on Panorama results, there was a 60% response of school belonging but it was not the same question as previously with LCAP with whether they felt welcome at the school. Different exploring questions were asked so it is difficult to compare the two measures.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of school connectedness	2021-22 Expected Outcome: There will be an increase of at least 5% of parents indicating that they felt welcomed at the school site and satisfied with instruction. There was a strong indication that many families were not satisfied with distance learning and wanted to return to full time in-person. CHKS: anticipated outcome to increase student responses by 5%. No data results are available at this time.	Due to the transition of our LCAP survey to Panorama Education, specific data for the 2021-22 school year is not available and will be reported with the 2022-23 baselines. Based on Panorama results, there is a 74% response from parents satisfied with classroom instruction and 77% responded favorably regarding school climate and culture. Different exploring questions were asked from previous LCAP so it is difficult to compare the two measures.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement a. Site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, CSS, digital citizenship) Meetings may also be held virtually by Zoom/Google Meets if necessary based on COVID 19 closures. b. Parent center/areas will be available to support parent communication. (Computer, printer, library access, resources) c. All parents and staff will have leadership opportunities through advisory committees (i.e., ELAC, SSC, parent groups)	Parent Engagement a. Site-based trainings were limited this year due to COVID restrictions and staff shortages. Parents that needed support were scheduled to come into office with appointments to encourage social distancing. Meetings were held on Google Meet if a group of parents needed support with similar needs. b. Parent centers were set up in the office to support with online registration for Parent Connect, surveys, Annual Information Updates, and Summer Leap programs. c. Parents were able to serve on leadership advisory groups throughout the year. Meetings were held in a hybrid fashion where some members attended virtually and some in-person	Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $438.00 Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $850.00 Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $950.00 Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $800.00	Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $235.00 Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $65.00 Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $260.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
d. Provide translation, refreshments, and childcare for all parent engagement opportunities e. Parent support materials for parent outreach f. Materials and refreshments for Parent Night activities such as - Book Fair, Trunk or Treat Carnival, Father Daughter Dance, Mother Son Game Night, Family Walk events g. Use of the RAPTOR system h. Translator Clerk Typist to translate materials, parent meetings and be available for translation for parents as needed	based on comfortability and availability. d. Translation was available for all essential parent meetings whether it took place online or on site. Materials and advertisements were printed in primary home language. Traditional engagement opportunities that required childcare were suspended due to COVID guidelines. e. Materials sent for parent outreach opportunities were available in designated home language. f. Events inviting parents and community members this year were cancelled this year due to COVID guidelines. Family events are being planned for next year. Materials and refreshments were only purchased for essential parents meetings such as ELAC and SSC. g. RAPTOR system was used for those visitors on campus for essential meetings. h. Translator Clerk Typist was used to translate materials and for parents during SST, IEP, SART/SARB, and disciplinary meetings.	Classified Hourly (translation-parent conferences, meetings after contract hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1580.00 Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $488.00	Classified Hourly (translation-parent conferences, meetings after contract hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $977.00 Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $380.00
School Connectedness a. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement	School Connectedness a. Customer service discussions took place during work hours and	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
events. (planning childcare, refreshments, etc.) b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours. EMCC Supplemental library management at beginning of school year–2 days c. Use Social Media to build school culture and community buy-in. d. Student clubs will be supported to increase student engagement at school	addressed as issues arose to set in place for future. b. Parents did not have access to resources in the library due to COVID restrictions. Parents could reserve books and materials and pick them up in front office. EMCC was available by appointment to support parents with technology as needed. c. Facebook and Class DoJo updates kept parents informed of various activities that students took part in on campus. Classroom posts helped parents feel somewhat connected since they were not able to visit the classrooms directly due to COVID guidelines. All postings were available in both English and Spanish translations. d. Student Clubs were not implemented this year. After school ELO support was provided by the district and focused on BSEL and academic supports. Additional opportunities were added to Saturday School to increase student engagement.	$800.00 Teacher-Certificated Hourly (after school clubs-ELO) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $11,400.00 Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1087.00 Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $54,846	$0 Teacher-Certificated Hourly (after school clubs-ELO) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $245.00 Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $54,846

Analysis

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

Parent outreach continued throughout the pandemic and limited school campus access for parents to be involved with. Outreach was primarily through technology(Q Communications, Parent Square, PeachJar, phone calls, flyers, and social media platforms. Office staff continued to make extra phone calls to notify parents of various events as well as survey opportunities. Teachers continued to support school efforts and kept social media and Class DoJo messages to

parents consistent and informative. All materials were provided to families in their home languages. Parent participation for parent-teacher conferences was very high due to meetings being held virtually. The past two years, the increase in attendance for conferences has been significant. Parents have been able to log-in from work, home, or cell phones to take part and not have to travel to the school.

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

Because of the restriction of visitors on site, we were not able to form close partnerships with families as in the past. Despite our efforts, parents did not feel as connected as previously. Student council members planned and organized spirit days and relayed school announcements daily to the student body. Student council also organized reading days for Kindergarten students to read stories to them during Read Across America, and planned activities (scavenger hunts) for students to participate in.

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

Differences in the Proposed versus Estimated Actual Expenditures were apparent in the scheduling for after school ELO student clubs. Due to academic and SEL ELO opportunities that were provided by the district, students were able to participate in other programs. The budgeted allocation was not utilized. Childcare was not provided since most meetings were held virtually due to pandemic restrictions. Parent support materials was another area that allocated portions were not spent due to the limited engagement opportunities.

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.

Families will finally be allowed to support classrooms and participate in school activities the entire school year. Plans are being formed to reinstitute 100-mile club family walks, book fairs, parent workshops to support academic readiness/college pathways/English classes/parenting supports, and fundraiser opportunities (dinners, Trunk-N-Treat, etc.) with safety guidelines in place. Granite HIll would like to include more parents on advisory committees and hope to increase participation with parent involvement having more active roles to support student learning. Office staff customer service training will resume to help as parents begin to integrate back into the school community. Books and student literature related to culturally responsive teaching are also being researched to include diversity to include family backgrounds that represent our student body.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	206,288
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	485,351.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	127,750	0.00
Title I Parent Involvement -- 3010 1902	1,661	0.00
Title I District -- 500 3010	73,096	0.00
Title III LEP -- 4203	3,781	0.00
LCFF Suppl/Conc -- 0707	104,400	0.00
LCFF District -- 500 0707	174,663	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	174,663.00
LCFF Suppl/Conc -- 0707	104,400.00
Title I Basic -- 3010	127,750.00
Title I District -- 500 3010	73,096.00
Title I Parent Involvement -- 3010 1902	1,661.00
Title III LEP -- 4203	3,781.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	313,540.00
2000-2999: Classified Personnel Salaries	128,922.00
4000-4999: Books And Supplies	34,749.00
5000-5999: Services And Other Operating Expenditures	8,140.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	94,180.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	80,483.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	22,471.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	47,489.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	26,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	8,140.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	123,793.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	950.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,007.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	73,096.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,661.00
4000-4999: Books And Supplies	Title III LEP -- 4203	3,781.00

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
Cynthia Clements	Parent or Community Member
Sonia Romero Barragan	Parent or Community Member
Rosa Ramirez	Parent or Community Member
Cindi Carvo	Classroom Teacher
Kristin Alkire	Classroom Teacher
Tammy Patterson	Principal
Lorena Loera	Other School Staff
Norma Coss	Classroom Teacher
Jasmine Briggs	Parent or Community Member
Elida Ledesma	Parent or Community Member
Laurie Cobb (alternate)	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2022.

Attested:

	Principal, Tammy Patterson on May 16, 2022
	SSC Chairperson, Elida Ledesma on May 16, 2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.
Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program