



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Granite Hill Elementary School	33-67090-6110548	05/16/2024	June 24, 2024

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

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

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

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

This plan is being used by Granite Hill Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts identifying the English Learner and Students with Disabilities student groups demonstrating lower proficiency than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population. To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of an after school Extended Learning Opportunity for students to receive extra support with content standards. Teachers were provided additional professional development to focus on Writing skills to support ELA instruction. An ELD enrichment plan supported EL students to build on language proficiency skills and will be continued in the upcoming school year. All teachers will be trained in QTEL (Quality Teaching for English Learners) strategies to support ELD instruction. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success. We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify which strategies are most effective and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Granite Hill Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

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

School Faculty and Staff—The Leadership Team consists of grade-level leaders, special education representatives, intervention support teachers, classified staff (Classified Ambassador), and administrators (principal and TSAs). The

team provides input on the plan and evaluates student progress throughout the year to determine the effectiveness of instructional programs and school initiatives. Input is gathered through LCAP surveys for all faculty/staff members.

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

Resource Inequities

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

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

Granite Hill had one student subgroup targeted for ATSI designation. The Students With Disabilities subgroup showed a higher percentage under the category of Chronic Absenteeism. Although there have been intense efforts to increase average daily percentage rates, there is still a discrepancy with lack of resources. The budget does not support additional attendance incentives to motivate students to come to school. There is also a definite need for supplemental transportation services to assist families in getting their students to the campus. Many students on IEP plans are not eligible for transportation.

Consistent decline in student enrollment has significantly impacted the site budget and another decrease in overall ADA funding is projected for the upcoming school year thus further reducing overall funding.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

Based on CA School Dashboard, Granite Hill's English Learners scored a Red (Very Low) performance category in the area of CAASPP English Language Arts. Students With Disabilities scored Red (Very Low) in the area of Chronic Absenteeism.

Other Needs

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

To address the English Language subgroup's low performance in ELA, GH offered an Enrichment class through Community Schools funding to specifically target the development of English proficiency to assist students with preparation for the ELPAC and the ELA portion of the state assessment. Writing units were created through professional development training that provided structured support for students while learning the writing process. These actions will be continued for the 24-25 school year. Bilingual Language Tutors will be scheduled to work with students who require the greatest support while servicing classrooms. NWEA benchmark assessments will be monitored closely to determine student progress and identify specific instructional interventions that need to be put in place. More collaboration between the general education teachers and special education staff was prioritized to establish more conversations around best

instructional and inclusive practices. Certificated resident substitutes provided additional instruction to student groups on days that they were not assigned to classrooms to review literacy and math foundational skills. Teachers identified writing as an area of weakness and worked to develop organizational writing units to address enhancing strategies to enhance student achievement further. These actions will continue to take place to support engagement with Students With Disabilities, which will correlate with overall attendance initiatives. Staff will be trained on QTEL strategies through district professional development to support instruction for EL students during the 24-25 school year. An intensive focus has been placed on improving attendance throughout the district. Granite Hill has an established attendance team that monitors attendance data on a weekly basis and meets with parents regularly to offer resources and support. This partnership has helped to increase student engagement and show an increase in attendance rates and a decrease in chronic absenteeism rates. Students with extended absences are offered independent study contracts to support average daily attendance rates and help them keep up with their class assignments. More intensive efforts to address attendance for our Students With Disabilities subgroup will be implemented.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1. For the past four years, Granite Hill enrollment has been steadily declining as representative of community changes (families moving out of the area).
2. Our Hispanic population has remained consistent throughout the years. This continues to be Granite Hill's largest subgroup and emphasis is placed on services for these students as evidenced by the need based on academic performance scores.

3. Kindergarten enrollment has begun to rise which will hopefully impact other grade levels in the future to increase the overall school numbers.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	136	136	136	32.4%	33.5%	35.7%
Fluent English Proficient (FEP)	55	41	31	15.70%	13.5%	8.1%
Reclassified Fluent English Proficient (RFEP)	5	8		4%	4%	

Conclusions based on this data:

1. Despite declining enrollment, the number of English Learners and the percentage of the overall school population have remained consistent. Every classroom services EL students and designates time to develop English proficiency throughout the instructional day.
2. The overall percentage of Fluent English Proficient students are slowly declining but is proportional to the trend with the overall school population.
3. The total of Reclassified Fluent English Proficient students has been low each year. Many students are having difficulty moving out of Level 2 proficiency status. More intensive enrichment opportunities are being explored to provide students more practice with the English language.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Students at Granite Hill are struggling with producing clear and purposeful writing pieces. This area has been identified by staff as a strong area of focus and intentional professional development was provided to assist with writing instruction. This area has the highest percentage of students below the standard.

2. Third and Fourth grade students have made growth in the area of Reading. Fifth and Sixth grade students have regressed in this area. This suggests that more emphasis needs to be placed on close reading strategies for the grade levels that are having difficulty.
3. The overall achievement in English Language Arts shows that the majority of Granite Hill students are below the standard. The high percentage of students below the standard in Research/Inquiry greatly contribute to the schoolwide results. More emphasis needs to be placed in this area and will be explored by grade level teams.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

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

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.36	4.00	7.84	42.86	36.00	41.18	51.79	60.00	50.98
Grade 4	0.00	1.85	0.00	36.73	42.59	39.62	63.27	55.56	60.38
Grade 5	1.35	0.00	6.90	40.54	46.00	41.38	58.11	54.00	51.72
Grade 6	6.67	5.33	2.04	48.00	42.67	30.61	45.33	52.00	67.35
All Grades	3.54	3.06	4.27	42.52	41.92	38.39	53.94	55.02	57.35

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

Conclusions based on this data:

1. Fourth and Fifth grade students at Granite Hill have shown a great decline in the percentage of students that are below the standard. Intensive interventions with the Math Support Teacher have shown a positive impact on overall achievement in this area.
2. Students have made great gains in the area of Communicating Reasoning. This is the area that has the fewest students score below the standard. There has been a lot of time spent during instructional time having students explain their mathematical thinking.
3. Fourth and Fifth grade students have made great improvement within the areas of Concepts/Procedures and Problem Solving/Data Analysis. This has positively impacted the overall achievement data for the school site.

School and Student Performance Data

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

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

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. The Overall Language Percentage of Students at Each Performance Level for All Students table shows a trend that students are being classified higher than performance level 1 for their initial ELPAC designation. The percentage is showing a decline each year.
2. The Written Language Percentage of Students at Each Performance Level for All Students table indicates that the majority of Granite Hill English Learners are designated as performance level two. This is consistent with the schoolwide finding that Writing is the area that all students are having difficulty with. Professional development opportunities were offered to support with writing instruction to improve student achievement. The Writing Domain Percentage of Students by Domain Performance Level for All Students shows that the majority of students fall into the Somewhat/Moderately Developed category.
3. The Speaking Domain Percentage of Students by Domain Performance Level for All Students table shows that sixth graders have made significant growth increasing the number of students in the Well Developed category by over fifty percent. These English Learners had speaking opportunities daily within group collaborations and individual presentations that can be attributed to the improvement.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
394	86.3	34.5	1
Total Number of Students enrolled in Granite Hill Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	34.5
Foster Youth	4	1
Homeless	3	0.8
Socioeconomically Disadvantaged	340	86.3
Students with Disabilities	35	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
American Indian	2	0.5
Asian	6	1.5
Hispanic	343	87.1
Two or More Races	3	0.8
Pacific Islander	2	0.5
White	28	7.1

Conclusions based on this data:

1. With such a high socioeconomically disadvantaged student group population, this data identifies a need for Granite Hill to support families with resources to assist with basic needs, attendance, and counseling referrals.

2. Granite Hill has a high percentage of Hispanic students which correlates with the overall number of English Learners. This emphasizes the need to have a strong program to support English Learners to develop their language skills.
3. Granite Hill's Students with Disabilities student group has been slightly increasing over the past few years. More attention has been focused on monitoring this subgroup in regards to attendance, academic performance, and behavioral support.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The strategic behavioral supports that have been implemented at Granite Hill through Positive Behavioral Intervention Supports/Behavioral Social Emotional Learning have shown a positive impact on the overall Suspension Rate. Students are responding to restorative practice strategies.

2. The decline of English Learner Progress correlates with the status of English Language Arts. Students that are struggling with reading and writing will also show difficulty with developing English proficiency. Targeted opportunities are being offered to English Learners to continue practice English language/speaking skills.
3. Current math supports have shown an increase with overall student academic performance. Additional professional development is currently being implemented for grade level teams to support foundational instructional practices on building basic mathematical conceptual understanding.

School and Student Performance Data

Academic Performance English Language Arts

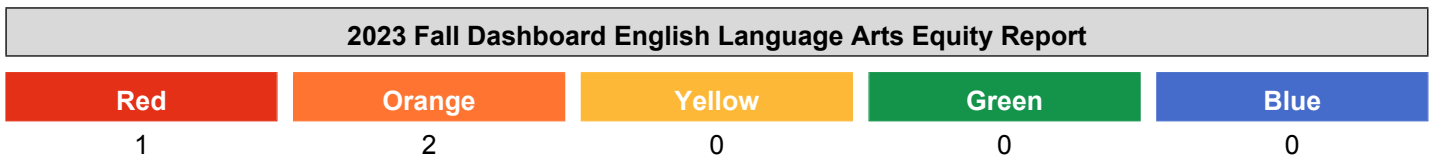
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>65.3 points below standard</p> <p>Decreased -12.8 points</p> <p>217 Students</p>	<p>English Learners</p>  <p>Red</p> <p>82.5 points below standard</p> <p>Decreased Significantly -17.4 points</p> <p>90 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>66.1 points below standard</p> <p>Decreased -10.2 points</p> <p>194 Students</p>	<p>Students with Disabilities</p> <p>109.8 points below standard</p> <p>Increased +4.8 points</p> <p>26 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.7 points below standard Decreased Significantly - 16.4 points 188 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	67.8 points below standard Decreased Significantly - 19.7 points 13 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.8 points below standard Decreased -6.4 points 76 Students	16.8 points above standard Decreased -3.7 points 14 Students	61.2 points below standard Decreased -6.8 points 105 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group shows that all significant student subgroups have declined by more than ten points.
2. Granite Hill's Hispanic and White students showed a significant decrease of more than fifteen points in English Language Arts. This data will be utilized to increase literacy intervention supports for the identified student groups.
3. Students with Disabilities made slight growth which may be contributed to increased collaboration among the General Education teacher and the Special Education staff.

School and Student Performance Data

Academic Performance Mathematics

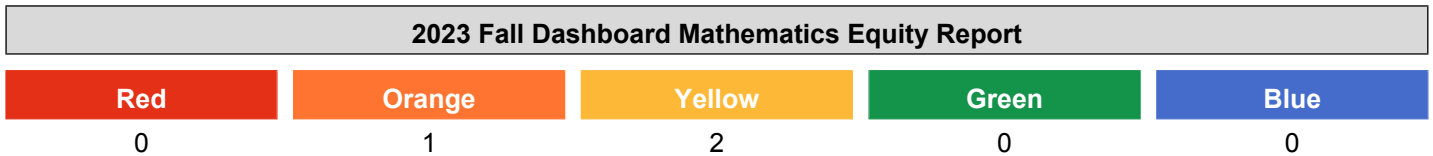
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 84.7 points below standard Increased +3 points 217 Students	English Learners  Yellow 92.6 points below standard Increased +8 points 90 Students	 No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 86.2 points below standard Increased +3.2 points 194 Students	Students with Disabilities 136.3 points below standard Increased Significantly +19.2 points 26 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 87.6 points below standard Maintained +0.8 points 188 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	62.9 points below standard Increased +12.9 points 13 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.6 points below standard Increased +8.7 points 76 Students	22.4 points below standard Increased Significantly +38.3 points 14 Students	88.5 points below standard Maintained -1.9 points 105 Students

Conclusions based on this data:

- Granite Hill's English Learners showed a significant increase in academic achievement in Mathematics. There has been more of an emphasis on student collaboration, visual representations, and focusing on explaining the process of mathematics which can be contributed to the progress.
- Every subgroup on the 2023 Fall Dashboard Mathematics Performance for All Students/Student Group matrix depicted growth. Math support has been incorporated for students that are struggling with conceptual understanding.
- The Hispanic subgroup maintained their performance level of Orange. This student population did not decline in progress but made very little growth. This is the largest student population at Granite Hill and additional math intervention support needs to be examined.

School and Student Performance Data

Academic Performance English Learner Progress

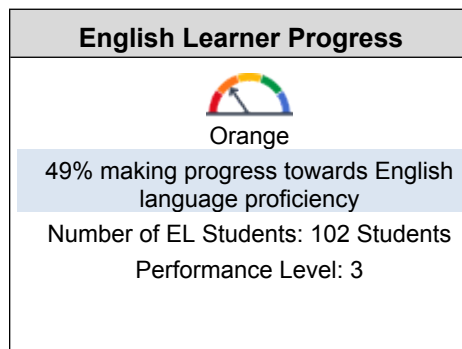
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	28	1	49

Conclusions based on this data:

1. The 2023 Fall Dashboard English Learner Progress Indicator shows that many students are making some progress towards their English Language Proficiency by moving up at least one level. Overall, students have increased to 49 points above the standard.
2. The data shows that more than half of the designated English Learners either maintained or decreased one level of proficiency. This identifies a need to strengthen supports for English Learners in all content areas.
3. Granite Hill will continue to emphasize specific strategies to support English Learners and provide opportunities to practice conversational skills to build English vocabulary. The goal is to increase another level of proficiency and to reach the performance color of Yellow.

School and Student Performance Data

Academic Performance College/Career Report

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

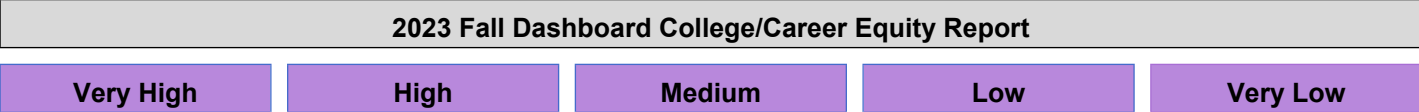
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

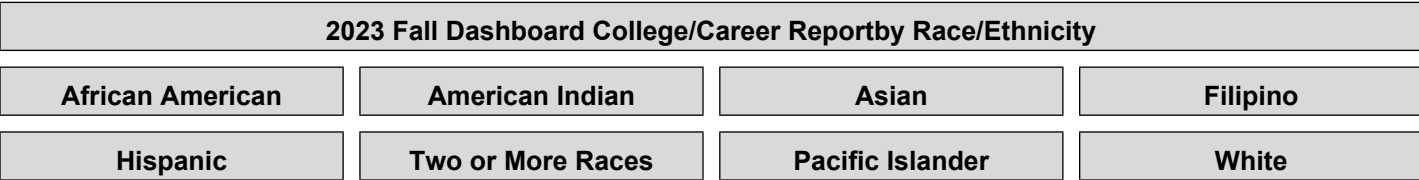
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

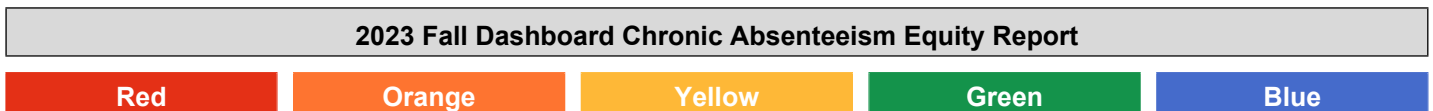
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 32.1% Chronically Absent Declined -1.9 414 Students	English Learners Orange 26.6% Chronically Absent Declined -5.8 143 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Orange 33.1% Chronically Absent Declined -1.3 360 Students	Students with Disabilities Red 36.8% Chronically Absent Increased 6.6 38 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.3% Chronically Absent Declined -1 356 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	48.3% Chronically Absent Maintained -0.1 29 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group report indicates that English Learner and the Socioeconomically Disadvantaged groups have declined to reach the Orange performance level for chronically absent. This progress indicates that schoolwide attendance initiatives are showing a positive result in the overall data.
2. The 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group report shows that there was a significant increase in absenteeism rates for the Students with Disabilities subgroup. To address this new data, Students with Disabilities families have met with school staff to discuss attendance concerns and supports needed to assist with getting students to school.
3. Current incentives that are in place to encourage attendance and student engagement will continue in order to make further progress and move the performance indicator to the next level.

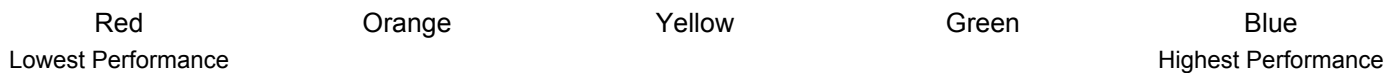
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

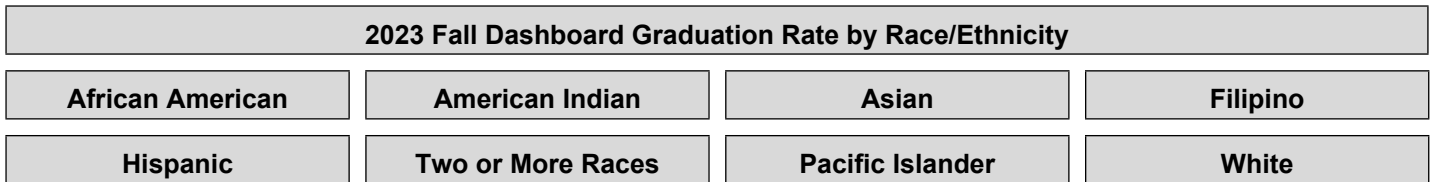
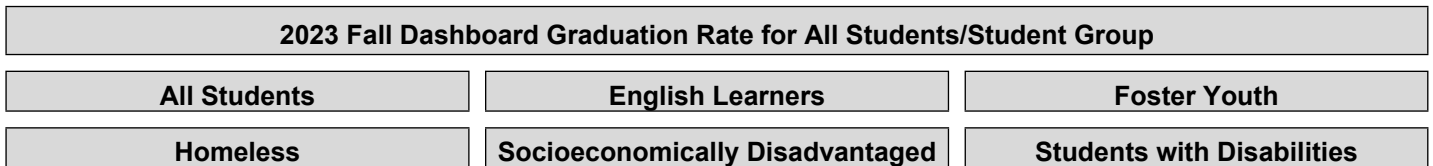
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

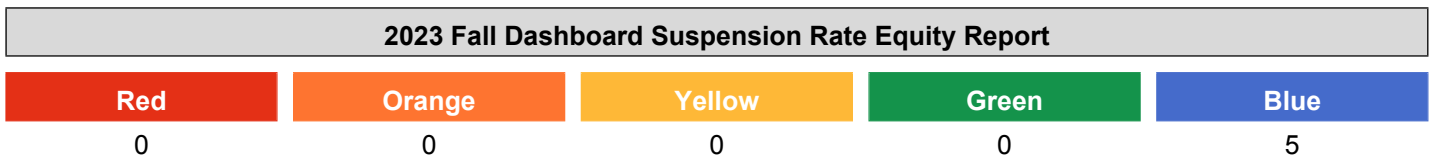
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Declined -0.7 427 Students	 Blue 0% suspended at least one day Maintained 0 147 Students	Less than 11 Students 6 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	 Blue 0% suspended at least one day Declined -0.8 369 Students	 Blue 0% suspended at least one day Maintained 0 41 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 2 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined -0.8 367 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 30 Students

Conclusions based on this data:

1. The strategic behavioral supports that have been implemented at GH through Positive Behavioral Intervention Supports/Behavioral Social Emotional Learning have shown a positive impact on the overall Suspension Rate. Students are responding to restorative practice strategies.
2. All student groups have maintained or shown a decline in suspension rates. Alternate behavioral corrections have been effective in creating a safe learning environment. 2023 Fall Dashboard Suspension Rate Equity Report shows that all student groups are in the Blue category.
3. Granite Hill commits to continue current practices in order to maintain the status of Blue-highest performance level.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will be college and career ready.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

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

The CA Dashboard identifies English Language Arts as the area of need regarding academic achievement. Overall, students scored a performance level of Orange with 65.3 points, a distance from the standards. The English Language subgroup significantly declined by 17.4 points, totaling 82.5 points below the standard and scoring a performance level of Red. The Socioeconomically Disadvantaged population scored 66.1 points, a distance from the standard, demonstrating a decline of 10.2 points. The Hispanic population scored 69.7 points below the standard, declining 16.4 points. On the ELPAC assessment, English learners maintained 49% proficiency with a minimal decline of 2.3 %. To address the English Language subgroup's low performance in ELA, GH offered an Enrichment class through Community Schools funding to specifically target the development of English proficiency to assist students with preparation for the ELPAC and the ELA portion of the state assessment.

In Mathematics, the overall performance level was Yellow. However, the Hispanic subgroup scored 87.6 points, a distance from the standard, maintaining their status from the previous year. More collaboration between the general education teachers and special education staff was prioritized to establish more conversations around best instructional and inclusive practices. This practice will continue in the 2024-25 school year. Certificated resident substitutes provided additional instruction to student groups on days that they were not assigned to classrooms to review literacy and math foundational skills. Although there will be a reduction in the number of resident substitutes, the expectation would be for the staff to continue assigned schedules to assist identified students with basic foundational skills. Teachers identified writing as a weakness and worked to develop writing units to enhance further strategies to enhance student achievement. The focus on writing will continue to be a priority for the upcoming school year; the writing units will be reviewed and modified based on the effectiveness of student achievement. Staff will be trained in QTEL strategies (Quality Teaching for English Learners) in the 2024-25 school year to assist with support for EL students. Community School funding will assist with continued ELO opportunities for ELD enrichment to boost English proficiency skills.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -65.3 points distance from standard Socioeconomically Disadvantaged: -66.1 points distance from standard English Learners: -82.5 points distance from standard Students with Disabilities: -109.8 points distance from standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -69.7 points distance from standard Pacific Islander: N/A Two or More Races: N/A White: -67.8 points distance from standard	All Students: -55.3 points distance from standard Socioeconomically Disadvantaged: -56.1 points distance from standard English Learners: -72.5 points distance from standard Students with Disabilities: -99.8 points distance from standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -59.7 points distance from standard Pacific Islander: N/A Two or More Races: N/A White: -57.8 points distance from standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -84.7 points distance from standard Socioeconomically Disadvantaged: -86.2 points distance from standard English Learners: -92.6 points distance from standard Students with Disabilities: -136.3 points distance from standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -87.6 points distance from standard Pacific Islander: N/A Two or More Races: N/A White: -62.9 points distance from standard	All Students: -74.7 points distance from standard Socioeconomically Disadvantaged: -76.2 points distance from standard English Learners: -82.6 points distance from standard Students with Disabilities: -126.3 points distance from standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -76.6 points distance from standard Pacific Islander: N/A Two or More Races: N/A White: -52.9 points distance from standard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: Status Level: 49%	Current Percentage of English Learners making progress: Status Level: 52%
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 5.88 %	Percentage of English Learners Reclassified: 8.88%
P8: Other Student Outcomes - NWEA ELA	Spring 2023-24 NWEA ELA Data: (Percentage of students scoring average, high-average, high) Kinder: 34% 1st: 38%	Spring 2024-25 NWEA ELA Data: (Percentage of students scoring average, high-average, high) Goal: To increase 3% Kinder: 37%

	2nd: 21% 3rd: 40% 4th: 38% 5th: 44% 6th: 25%	1st: 41% 2nd: 24% 3rd: 43% 4th: 41% 5th: 47% 6th: 28%
P8: Other Student Outcomes - NWEA Math	Spring 2023-24 NWEA Math Data: (Percentage of students scoring average, high-average, high) Kinder: 57% 1st: 52% 2nd: 33% 3rd: 40% 4th: 23% 5th: 30% 6th: 18%	Spring 2024-25 NWEA Math Data: (Percentage of students scoring average, high-average, high) Goal: To increase 3% Kinder: 60% 1st: 55% 2nd: 36% 3rd: 43% 4th: 26% 5th: 33% 6th: 21%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>a. Collaborative PD time for staff on content standards implementation and effective strategies for mathematics (i.e., RCOE Training, Grassroots), Science, ELA/ELD, and College/Career Readiness. Staff and Grade Level Team collaborate on data analysis based on NWEA benchmarks and the prior year's California Dashboard. An intentional focus on providing opportunities for staff development on equitable practices will be implemented through Restorative Practices and Trauma Informed trainings (provided by Community Schools program), and through the continuation of 2nd Step and PBIS for equitable and meaningful teaching.</p> <p>b. Site-supported College/Career Readiness implementation across grades TK-6. Release time for College/Career Readiness coach(es) to plan, organize, and collaborate on parent events and instructional practices, such as Math Night, STEAM Night, and Literacy Night, in-class demonstration lessons.</p> <p>c. Coordinate staff development and in-class support for College/Career Readiness, district-adopted curriculum implementation, technology, and Math research-based practices (e.g., RCOE Training, Grassroots).</p> <p>d. Extended Learning Opportunities (and targeting ATSI subgroups) will be offered</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>2000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute, Tchr</p> <p>1000.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute, Tchr</p> <p>8500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies</p> <p>1900.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printing Supplies</p> <p>982.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies</p> <p>200.00 Title III LEP -- 4203</p>

	<p>throughout the school year to allow additional practice with the CA standards and opportunities provided by Community school funding.</p> <p>e. Testing incentives/assemblies will be offered to encourage students to give their best effort and show growth on the NWEA district benchmark assessments and the CAASPP state assessments.</p> <p>f. The Media Clerk will coordinate the availability of materials to teachers and students to support the implementation of the CCSS and district-adopted curriculum. Gathering resources and preparing for instruction will require additional time.</p> <p>g. The SST team will meet monthly, with general education and intervention teachers released to participate. Substitute teachers will be provided for teacher coverage, and translators will be provided to allow all voices to be represented when discussing individual student needs and targeted supports.</p>		<p>4000-4999: Books And Supplies Materials and Supplies to support EL learners</p>
<p>1.2</p>	<p>Intervention</p> <p>a. Targeted ELA intervention support for TK-6 based on subgroup data using teacher-created assessments, NWEA, ELPAC, and CAASPP results to identify students for small-group instruction.</p> <p>b. Targeted Math intervention support for TK-6th based on subgroup data using teacher-created assessments, NWEA, and CAASPP results to identify students for small-group instruction.</p> <p>c. Collaboration with intervention teachers, special education staff, and general education staff to discuss strategies and effective individualized accommodations for students will occur weekly.</p> <p>d. Students with Disabilities will be supported with inclusive "push-in" and designated "pull-out" practices to support students with their Individualized Educational Plan goals. Materials will be purchased for student who may need assistance with their specific needs (fidgets, specially designed writing paper, chair bands, sensory objects, etc..)</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>1760.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>5400 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contract</p> <p>162632 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary (1) 100%</p> <p>29,756 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary (1) Split Funded</p> <p>98000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary (1) Split Funded</p> <p>27745 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries</p>

			Support Teacher Salary (1) Split Funded
1.3	Resources a. Purchase materials to support College/Career Readiness site goals, the Math, ELA, and Social Science curriculum, the TWIG Science curriculum, ELD, Collaboration for Grade-Level Teams, and technology, including print material, web-based supplemental materials, and manipulatives to reflect diverse student populations and differentiated learning techniques to support RCOE, Grassroots, and QTEL learning.	All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners	2900.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies 760.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies
1.4	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) b. The ELD enrichment program is funded through the Community Schools program and focuses on improving English literacy skills. It is offered as an ELO session twice during the school year, for a period of 6-8 weeks each session.	English Learners	33,123 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries (3 hrs) 2,100 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Tutor Salary (3 hrs) Split funded-1 position
1.5	Preschool Transition to TK/Kindergarten a. Transitional K/Kindergarten Orientation: The school will communicate the board policies and other requirements of the Transitional Kindergarten program to parents. b. The Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering Kindergarten, with strategies such as joint activities between preschool and Kindergarten classes to bridge the gap between early childhood education and elementary school.	All TK/K students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Granite Hill emphasizes college and career readiness skills throughout every grade level. Teams focus on note-taking and close reading strategies and incorporate collaborative opportunities for students to learn from one another. Students use organizational tools to organize thoughts, materials, and time. The campus is dedicated to bringing information on college and career pathways to allow students to explore future options. Literacy and Math support teachers work with small groups daily to support students who are struggling with reading and math foundational concepts. Teachers meet collaboratively on a weekly basis to reflect on student achievement and examine data/work samples to inform instructional strategies and supports. Inclusive practices are reviewed to ensure that access to curriculum is guaranteed

for all. NWEA assessments are administered three times a year to monitor student progress toward proficiency in the CA standards. Teachers in primary grades received Grassroots Math training, and those in upper grades attended RCOE Math training. These professional development opportunities enhanced the current math adoption curriculum by allowing teachers to have more strategies to teach mathematical conceptual understanding. This format enables more hands-on opportunities for learning math concepts and foundational skills. Small guided reading groups have been implemented in every classroom to allow students to build confidence in reading fluency and comprehension by practicing literacy skills they need to focus on. Differentiated lessons in the classrooms to provide extension options for GATE students is a priority for all teachers. Students with IEPs are monitored consistently to review progress on their goals and are guaranteed to have exposure to grade-level standards with their peers. Bilingual language tutors support English language learners, and designated time is set aside daily for ELD instruction to continue developing language proficiency skills. The EL subgroup has declined in the area of English Language Arts and is designated in the Red performance level. Teachers ensured that additional time and practice were offered to this student population during our after-school ELO program devoted to reading strategies. Full-day Transitional Kindergarten/Kindergarten has been implemented, and students benefit from additional time to learn reading and math standards.

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

The main differences between the intended implementation and budget expenditures for the 2023-24 school year were a direct result of certificated and classified staff negotiated salary increases. Substitute teacher costs were less than allocated due to the district providing resident substitutes at the sites. Materials were purchased by the district for AVID strategies allowing the site funds to be spent on other areas as needed. The after school Extended Learning Opportunity sessions was funded by the district, thus allowing the funds allocated to be used for other areas of need.

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 changes made in this goal reflect the removal of the AVID (Advancement Via Individual Determination) as a site initiative. Granite Hill will still provide a college and career readiness mindset; however, it will use solid teaching strategies such as the use of organizational tools, note-taking, close reading, and student collaboration without the AVID brand as based on district decisions to eliminate the program for Elementary sites (Goal 1--Action 1.1 and 1.3) Intervention support will be reduced based on recent district budget and staffing changes. Support teachers will be reduced from three to two staff members, which will cause a more specific analysis of what grade levels and student sub-groups will be serviced. (Goal 1--Action 1.2) The elimination of Ellevation as a district platform to analyze data and gather instructional strategies has required a change in the site plan for next year. (Goal 1--Action 1.2) The kindergarten parent meeting at the beginning of the 2024-2025 school year to familiarize parents with the school site and inform them that the school's routine will be discontinued due to budget limitations. (Goal 1--Action 1.5).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California Dashboard data indicates the area of chronic absenteeism as a focus for improvement. For the 2022-23 school year, the overall chronic absentee rate was 32.1% which decreased 1.9% from the previous year. The data shows that the Students with Disabilities subgroup increased their chronic absenteeism percentage by 6.6% which overall became 36.8%. This led to the distinction of this subgroup being placed in the performance level color of Red. This classification has targeted GH to be placed in the ATSI category for state assistance. Currently, the attendance team is monitoring individual students and responding to the data by working directly with parents to provide resources and support to identify barriers and causes to ensure that students arrive at school. Our English Learner subgroup population showed a decline of 5.8% in chronic absenteeism totaling to an overall rate of 26.6%. Our Socioeconomically Disadvantaged subgroup declined 1.3% totaling to an overall rate of 33.1%. The Hispanic subgroup showed a decline of 1% totaling to an overall rate of 32.3%. Currently, the Hispanic, English Learner, and Socioeconomically Disadvantaged populations are in the performance level of Orange. GH will also include these populations in planning additional monitoring and support to address the need for improvement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	"Percentage of facilities meeting ""Good Repair"" status: 99% Source: 2022-23 School Accountability Report Card (SARC)"	"Percentage of facilities meeting ""Good Repair"" status:100% Source: 2022-23 School Accountability Report Card (SARC)"
LCFF Priority 5: School Attendance Rate	TK: 88.61 % K: 88.28 % 1: 92.28 % 2: 91.90 % 3: 91.42 % 4: 93.78 % 5: 91.62 % 6: 92.48 % Source: Student Information System P-2 report	TK: 91.61% (goal is to increase by 3% in all grade levels) K: 91.28 % 1: 95.28 % 2: 94.90 % 3: 94.42 % 4: 96.78 % 5: 94.62 % 6: 95.48 %

		Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 32.1% Socioeconomically Disadvantaged: 33.1% English Learners: 26.6% Students with Disabilities: 36.8% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 32.3% Pacific Islander: N/A Two or More Races: N/A White: 48.3%	All Students: 29.1% (goal is to decrease by 3% for all subgroups) Socioeconomically Disadvantaged: 30.1% English Learners: 23.6% Students with Disabilities: 33.8% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 29.3% Pacific Islander: N/A Two or More Races: N/A White: 45.3%
LCFF Priority 6: Pupil Suspension Rate	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: N/A White: 0%	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: N/A White: 0%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: N/A White: 0%	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: N/A White: 0%
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	"How safe do you feel when you are at school?" Safe/Very Safe: Grade 6: 63%	"How safe do you feel when you are at school?" Safe/Very Safe: Grade 6: Goal is to increase to 80%

	Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	"I feel connected to my school." Strongly Agree/Agree: Grade 6: 58% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	"I feel connected to my school." Strongly Agree/Agree: Grade 6: 70% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	"Do the teachers and other grown-ups at school care about you? " Very much true/Pretty much true: Grade 6: 47% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	"Do the teachers and other grown-ups at school care about you?" Very much true/Pretty much true: Goal is to increase 13%. Grade 6: 60% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Positive Behavior Intervention Support and Social Emotional Learning</p> <p>a. PBIS/BSEL team meetings will be held monthly to review referral data, survey responses, and current interventions to support schoolwide matrix expectations and their effectiveness in reducing student discipline behaviors.</p> <p>b. The PBIS coach will assist with the facilitation of explicitly taught behavioral skills lessons for students. The SEL curriculum, Second Step, will be utilized in classrooms to provide teachers with context to teach social-emotional learning skills. All campus staff will be trained on the behavior expectations and common language to support consistency across the site. The Restorative Practices approach will continue to be implemented as alternatives to discipline. Release time for the PBIS coordinator to work with staff will be incorporated to allow for the continued development of systems for positive behavior and support the implementation of the PBIS plan.</p> <p>c. Resource materials (instructional materials) will be provided to support PBIS implementation on campus and ensure that lessons are taught</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>White</p> <p>English Learners</p>	<p>500.00</p> <p>Title I Basic -- 3010</p> <p>4000-4999: Books And Supplies</p> <p>PBIS Resource Materials</p> <p>13,346</p> <p>LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Activity Supervisor Salary (2.75 hrs)</p> <p>300.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Customer Service Improvement Materials</p> <p>1250.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries</p>

	<p>effectively and using all components of the Second Step curriculum.</p> <p>d. Incentives for PBIS and Attendance recognition will be utilized to motivate students to respond positively to behavior expectations and to actively engage in their learning by coming to school – student t-shirts, prizes, medals, movies, certificates, games, stickers, printing costs for tickets and posters</p> <p>e. Campus events will promote a safe, healthy learning environment, with an emphasis on drug, tobacco, and alcohol-free lessons for students and resources to support families. Red Ribbon Week activities will be emphasized to promote healthier lifestyles.</p> <p>f. Monthly meetings with activity supervisors to discuss current safety concerns, new routines or procedures, and PBIS initiatives, as well as to prepare for upcoming events, are essential to ensuring that staff is prepared to support school-wide efforts. Activity supervisors will monitor campus events to assist with safety and supervision.</p> <p>g. GH will continue improving customer service practices in the main office environment by stressing that all staff participate in district training. Positive interactions with families and community members are the main goal of creating a welcoming atmosphere.</p> <p>h. Mental Health support will be provided for students in need. Based on Community Schools funding, a Behavioral Health Therapist/Associate is assigned to GH. Student referrals are made by parents, teachers, and other staff members. The school psychologist assists with check-in protocols for identified students and conducts risk assessments if it is determined that a crisis exists.</p>		<p>Classified Support Staff - Activity Supervisor Meetings/Trainings. Hourly release--Classified hourly</p> <p>1700.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support Staff: Activity Supervisors monitor campus events. Classified hourly</p> <p>1150.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p>
<p>2.2</p>	<p>Health Care Aide (HCA) services and Healthy Lifestyle options</p> <p>a. Health Care Aide (HCA) will be on site to support health services to students. The HCA will communicate with parents regarding immunization updates, student visits, and district/state mandates. The HCA will provide support with injury reports and keep records up to date to ensure that confidential health records are secure and complete. The HCA is responsible for replenishing medical/health supplies and assisting all students with district vision and hearing exams.</p> <p>b. Training for staff and students regarding PE activities and Playground Safety practices will continue to be offered throughout the year.</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>700.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified, hourly</p> <p>55294 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Care Aide Salary (6 hrs)</p> <p>200.00 LCFF Suppl/Conc -- 0707</p>

	<p>Implementing lunch clubs of various interests (book clubs, wellness groups) and teams (intramural sports) will provide students with options to participate in safe, engaging activities.</p> <p>c. The 100 Mile Club program will be emphasized, allowing students to earn incentives and establish routines to promote a healthy lifestyle.</p>		<p>4000-4999: Books And Supplies Student incentives-100 Mile Club</p>
<p>2.3</p>	<p>School Safety Plan</p> <p>a. The Safety Coordinator, Principal, and Administrative Designees will work together to improve and revise the school disaster/safety plan according to state/district mandates, protocols, and site-specific needs. All components' reviews will be held regularly and shared with parent advisory groups to gather input. School Site Council members will monitor and approve the safety plan each year. Updates will be made consistently as needed to incorporate current staff changes, discipline/suspension data, Panorama survey results collected from all educational partners, and PBIS/SEL supports. Monthly fire drills are conducted, and lock-down procedures are practiced to ensure readiness in the event of any unexpected emergency.</p> <p>b. Materials will be purchased as needed to support the development of the site safety plan. Medical devices will be inspected regularly to ensure proper working order. Emergency Disaster supplies are inventoried and replaced as needed on an annual basis.</p>	<p>All students</p>	<p>209.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher, hourly</p> <p>1200.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies</p>
<p>2.4</p>	<p>Student Attendance</p> <p>a. Chronic Absenteeism is an area of focus, as indicated on the CA Data Dashboard. Granite Hill Elementary has established many attendance initiatives and incentives on a schoolwide basis to increase overall attendance rates. Specifically, the Students with Disabilities absenteeism rate will be closely monitored. Due to this subgroup's increased absenteeism rates, targets are set to improve student engagement and overall attendance rates.</p> <p>b. Attendance Teams have been established to monitor student attendance rates. Resources will be offered to parents to help them understand the importance of how absenteeism affects student engagement, academic achievement, and social interactions. Incentives are offered to students to increase participation and engagement to support student achievement. State compulsory attendance laws and regulations are shared with parents during SART and SARB meetings. Home visits are conducted to support identified families, and targeted resources are offered based on the need to alleviate some barriers inhibiting students from coming to school.</p>	<p>Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>1800.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies</p>

	<p>c. Saturday School opportunities are offered monthly to make up absences and to experience engaging, enriching educational lessons. Incentives are offered to students for attending Saturday school hours.</p>		
2.5	<p>Inviting Learning Environment</p> <p>a. Student Leadership Groups, PAL (Peer Assistance Leadership) training, and student interviews will be established and conducted to allow the student body to have representation regarding site decisions. Students will be involved in developing school events, creating daily announcement videos, and communicating concerns to the administration to advocate for effective change in practices. Students also play a role in developing the PBIS expectations and matrix.</p> <p>b. EMCC will prepare library resources and a welcoming environment to allow students a safe place when needed to regulate emotions, work on assignments, and prepare items for upcoming school events. The EMCC will work with staff to assist with developing engaging literacy lessons with the integration of technology. Extended library hours will be continued to allow parents to check out books or receive assistance with Chromebooks. Parents are also able to come to the library to use computers to complete school and district surveys.</p> <p>c. Parent Needs Assessments are conducted through the ELAC parent advisory group and the Community Schools Council. The data collected allows GH to develop classes, trainings, and events that families identify as necessary to support student overall achievement. LCAP surveys administered by the district provide further feedback on future school improvement needs.</p>	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Granite Hill has focused on modifying our behavior matrix as part of the Cohort 2 PBIS training from RCOE. The team has been examining current practices and making necessary changes to an outdated set of behavioral expectations. Representatives from certificated and classified employees, parents, and administrative staff were involved in determining which skills the students need to focus on for our unique culture. New definitions in "kid-friendly" language were revised to increase student buy-in and understanding. Incentives were set for students who achieved the behavior goals each trimester (glow/luau dance parties, game days, and Bingo with Besties). Refining our PBIS practices has

assisted in establishing a consistent school-wide behavioral expectation, and along with implementing restorative practices, students have demonstrated an increase in positive behavior. On the 2022-23 CA Dashboard, the performance level depicted a color status of Blue for the Suspension Rate showing 0%, which was a decline of 0.7%. An intensive focus has been placed on improving attendance throughout the district. Granite Hill has an established attendance team that monitors attendance data on a weekly basis and meets with parents regularly to offer resources and support. This partnership has helped to increase student engagement and show an increase in attendance rates and a decrease in chronic absenteeism rates. Students with extended absences are offered independent study contracts to support average daily attendance rates and help them keep up with their class assignments. Classified staff supported with supervision at all school events to help provide a friendly, inviting, and safe environment while continuing with community outreach events. Monthly safety drills to practice various scenarios establish routines that are set in place in the event of a true emergency. Classroom supplies are fully stocked, and emergency kits and items are updated frequently to ensure that all things are in working order. We support healthy lifestyles and emphasize physical education instruction. Our 100-Mile Club helps to increase student fitness and provides a fun way for students to earn incentives. Our PBIS team ensures that staff is implementing the Second Step curriculum to assist with social-emotional learning. A Behavioral Health Therapist is on campus providing counseling services through our Parent Involvement Community Outreach department and offers "check-ins" with individuals in need as part of our designation as a Community School.

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

All actions involving staff utilized for supervision of events and release time for classified staff meetings and planning were impacted due to the district-negotiated salary increase for all employees. Incentives and registration costs for the 100-Mile Club were covered by the ELOP grant awarded to the district, which allowed the site to allocate those funds to other areas of need. Granite Hill was part of Riverside County Office of Education's Positive Behavior Intervention System Cohort 2 during the 2023-24 school year. With this training, RCOE paid for all training registration for professional development for the team as well as substitute release time for the various positions of staff that participated. Using the district-assigned resident subs allowed the Safety Coordinator to work on the safety plan, present the document to parent groups for input, and inventory supplies without the site needing to pay for release time.

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

With a strong emphasis on increasing attendance for our school site, an addition of strategy/activity to include overall school improvement for attendance was included and items that were scattered in other areas of the SPSA are now grouped together. (Goal 2--Action 2.4) Student clubs will be revisited to determine how they can be sustained throughout the year with supplies and teacher/staff participation.(Goal 2--Action 2.2)

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Granite Hill will continue to build community partnerships with families to increase parent and student engagement and participation in all school activities. The Teacher of Special Assignment-Community Schools will work directly with the administrator to support site initiatives. Parent participation in the completion of surveys has been very low overall. The 2024-25 school year will focus on increasing parent understanding of how important their input is on the surveys to guide site programs. There has been a lot of intentional support to create a positive sense of belonging for families and community members. GH will continue to provide customer service training and set positive expectations for office staff since they are the primary contact with the community members.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 93 % Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." The Goal is to increase to 7%. 100 % Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."

	100 % Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The Goal is to maintain a 100% response rate. Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 98 % Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." The Goal is to increase by 2% 100 % Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100 % Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." The Goal is to maintain a 100% response rate. Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent Engagement a. Site-based parent training and student opportunities, including a variety of parent engagement events, will be implemented based on identified site-based parent and student requests captured through the Community Schools and ELAC needs assessments. Meetings may also be held virtually via Zoom/Google Meets as well as in person to accommodate additional participants if necessary. EL parents will be invited for additional training regarding ELD instruction, ELPAC testing, and primary language materials. This includes but is not limited to, Family Nights (literacy, math, etc.) and other interactive parent events.	All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners	540.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Parent Support Materials 400.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Parent Meeting--Teacher Hourly 315.00

	<p>b. Parent centers/areas will be available to support parent communication in their primary language, including the use of computers, a printer, extended library access, and print resources. A Parent Room will be established through Community Schools funding to have a place for parent classes to be held.</p> <p>c. All parents and staff will have leadership opportunities through participation in advisory committees (i.e., ELAC, SSC, CS Council, and parent planning groups). All families are invited to attend school site informational meetings.</p> <p>d. GH will provide translation, refreshments, printed materials/resources, and childcare for all parent engagement opportunities.</p> <p>e. Materials, incentives, and refreshments for Parent Night activities such as - Trunk-N-Treat Carnival, Literacy/Math/STEAM Nights, Movie Nights, Family Dances/Game Nights, Family Walks to Support 100-Mile Club, Talent Show events, and Community Schools classes, trainings, and activities will be available to encourage participation.</p> <p>f. A translator clerk-typist will be utilized to translate materials for parent meetings and be available to communicate in Spanish with parents as needed.</p> <p>g. An emphasis will be placed on assisting parents in understanding academic standards and various district and state assessments used to measure student learning to help families identify strategies to support students at home.</p>		<p>Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Classified Hourly- Childcare 300.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Parent Support Materials 1100.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly (translation- parent conferences, meetings after contract hours) 350.00 Title I Basic -- 3010 4000-4999: Books And Supplies Parent Support Materials 275.00 Title I Basic -- 3010 4000-4999: Books And Supplies Parent Training: Site Based 190.00 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Parent Support-EL translators-Classified hourly</p>
<p>3.2</p>	<p>School Connectedness</p> <p>a. Regular office meetings to discuss customer service ideas and support for parent involvement events. (planning childcare, refreshments, etc.), will take place to continue building a welcoming community environment.</p> <p>b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours will continue to be implemented with the emphasis on support with technology, literacy material check out, and an area for students to work with parents on class assignments and homework.</p> <p>c. Using social media, Facebook, Instagram, ClassDojo, and Peachjar to build school culture and community buy-in will continue informing parents of school activities. Progress on academic achievement, attendance information, and documented behavioral incidents will be shared with families using Q Communication and Parent Connect platforms.</p>	<p>All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged White English Learners</p>	<p>560.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly 1191.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher-Certificated Hourly (after school clubs-ELO) 535.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Parent Support Materials 78,714 LCFF District -- 500 0707</p>

	<p>d. Student clubs (Book Club, Garden Club, PALS-student leadership councils, and Lunchtime Wellness Groups) will be supported to increase student engagement at school during school or after school.</p> <p>e. Community School parent volunteer roles (WatchDogs, activity planning committee, Community Schools Council meetings, etc.) will continue to be offered to support daily routines and school events. Parent classes will be offered based on needs assessments and will support parents in math and literacy strategies. Optional courses may include financial literacy, positive discipline, technology, mental health supports and fitness (Zumba).</p> <p>f. A community liaison will continue to establish communication between the school and the surrounding neighborhood. This classified position supports increasing awareness of what is happening at the school site among all educational partners.</p>		<p>2000-2999: Classified Personnel Salaries EMCC Salary</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

The major difference between the intended implementation and the budget expenditures was a direct effect of a significant negotiated classified and certificated salary increase. As a designated community school, the funding for many family engagement nights came out of this separate budget, allowing the allocation from the site funding sources to be utilized for other events. Teachers on Special Assignment provided translation for parents at school events, therefore alleviating the need to pay additional classified staff salaries.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$128,975
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$540,877.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$324,385.00
LCFF Suppl/Conc -- 0707	\$110,536.00
Title I Basic -- 3010	\$102,391.00
Title I Parent Involvement -- 3010 1902	\$1,075.00
Title III LEP -- 4203	\$2,490.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$540,877.00

Total of federal, state, and/or local funds for this school: \$540,877.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	102391	0.00
Title I Parent Involvement -- 3010 1902	1075	0.00
Title III LEP -- 4203	2490	0.00
LCFF Suppl/Conc -- 0707	110536	0.00
LCFF District -- 500 0707	324385	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	324,385.00
LCFF Suppl/Conc -- 0707	110,536.00
Title I Basic -- 3010	102,391.00
Title I Parent Involvement -- 3010 1902	1,075.00
Title III LEP -- 4203	2,490.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	324,693.00
2000-2999: Classified Personnel Salaries	188,392.00
4000-4999: Books And Supplies	20,492.00
5000-5999: Services And Other Operating Expenditures	7,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	190,377.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	134,008.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	35,107.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	51,779.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	16,350.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,300.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	99,209.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	315.00
4000-4999: Books And Supplies	Title I Basic -- 3010	2,867.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,075.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	2,290.00
4000-4999: Books And Supplies	Title III LEP -- 4203	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	378,758.00
Goal 2	77,649.00
Goal 3	84,470.00

School Site Council Membership

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

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

Name of Members	Role
Tammy Patterson	Principal
Cindi Carvo	Classroom Teacher
Liliana Fregoso	Classroom Teacher
Sherine Candido	Classroom Teacher
Lorena Loera	Other School Staff
Lydia Galvan	Parent or Community Member
Valerie Aguilar	Parent or Community Member
Lisa Sells	Parent or Community Member
Sonia Barragan	Parent or Community Member
Natasha Taylor	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2024.

Attested:

	Principal, Tammy Patterson on May 16, 2024
	SSC Chairperson, Cindi Carvo on May 16, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023