School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Granite Hill Elementary School
Address	9371 Granite Hill Drive Jurupa Valley, CA 92509-1024
County-District-School (CDS) Code	33-67090-6110548
Principal	Tammy Patterson
District Name	Jurupa Unified School District

SPSA Revision Date	May 2023
Schoolsite Council (SSC) Approval Date	May 15, 2023
Local Board Approval Date	June 26, 2023

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

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School Vision and Mission

Mission/ Vision Statement:

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

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

School Profile

Describe The students and community and how school serves them.

The Story

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

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

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

Granite Hill's enrollment is approximately 406 students, ranging from Transitional Kindergarten to Sixth-grade. GATE students are typically identified in 2nd grade and are serviced in grades 3-6. Students receiving special education services are served by a resource specialist, a speech/language pathologist, and two 3-hour Instructional Aides. JUSD has transitioned to an inclusion model and Granite Hill is supporting Special Education students within the general education classroom and providing all students with access to the core curriculum. We also have two Bilingual Tutors to assist our English Learners, a health clerk aide, and a school psychologist. Mental health therapists and interns from various agencies provide counseling services based upon referrals made by staff or parents. A Behavioral Health Associate has been added to our staff to meet student needs and to support families. Currently, there are 87.4% students that have been identified as socio-economically disadvantaged, 8.6% receiving special education services, and 33.5% identified as English Learners. Granite Hill has a 91.6 % attendance rate to this date, which is reflective of the current declining trend due to the COVID pandemic. Incentives are provided to encourage students to

attend class on time every day. Class sizes currently average 24 students for TK-3 grades and 31 for grades 4-6. For the 2023-24 school year, Transitional Kindergarten and Kindergarten will be a full day instructional program.

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

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

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

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

To support academic growth and to meet the demands and rigor of the California State Standards, teachers have been utilizing the district adopted curriculum. Teachers use priority and supporting standards, pacing guides, and pre/post formative and summative assessments. A special program for Transitional Kindergarten (TK), was signed into law (SB 1381). These students were provided a modified kindergarten program and will attend kindergarten for one additional year. A second year of kindergarten will give students the "gift of time" needed to build necessary social and academic skills for success throughout their school years.   TK/Kindergarten classes have switched to a full day instructional model.

Granite Hill generally offers a variety of opportunities for parents to take part in school activities. Think Together program offers extended day options for working parents. GATE, Literacy (Read Across the World) night, 100 Mile Club, family dances, movie nights, picnics, family nights designed around a particular content area, PE Skills Days and parent educational classes are just some of the events offered for families to experience together as a school community. An intense focus on AVID strategies and workshops for parents centered around assisting students in becoming more college/career oriented are being implemented to increase parent participation/engagement. Currently, Granite Hill is working towards the identification process as a Community School. The application has been submitted by the district to the CDE and is waiting on approval during the Summer of 2023. Parents have completed a comprehensive needs assessment and specified areas that they felt needed more community resources devoted to.

SPSA Highlights

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

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

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

*District supported Professional Development: Granite Hill's focus is to develop Writing Units to establish consistency throughout grade levels

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

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

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

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

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

*Full inclusive practices will continue to be implemented to support all students.

*Increase focus on equitable practices and provide professional development opportunities for teachers to be trained

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Granite Hill's Suspension Rate remained low at 0.7% showing that current PBIS/BSEL efforts are working. Our English Learners showed 51.3% making progress in their language proficiency which is 1% higher than the state average. The Reclassification Rate of 6% is remaining steady and is consistent with the enrollment population. Students demonstrated the most growth between Fall and Winter administrations of the NWEA assessments.
There was some improvement in the area of ELA and the gap below the standard was not as great as other content areas (math).
CAASPP assessment data reported that:
Overall Distance from Standard: 52.5 points below standard
English Learners: 65.2 points below standard

Hispanic: 53.3 points below standard
Socioeconomically Disadvantaged: 55.9 points below standard
Students with Disabilities: 114.6 points below standard
White: 48.1 points below standard

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

Greatest Needs

Granite Hill's Chronic Absenteeism Rate is Very High at 34%. Despite intensive efforts to improve attendance, it has still been an issue. The Attendance team will continue to be strategic in identifying students with attendance concerns and work to establish supports earlier on in the year. Our White and Students with Special Needs populations were identified for ATSI support based upon absenteeism and not having an academic performance level (due to not having enough students in the sample).
Math is the area identified as students being the most below the standard. More training is being offered to the Math Support teacher to assist in examining the standards with the most need. A strong basis of conceptual understanding is needing to be built for students to be able be more successful.
The greatest need for academics is in Math CAASPP assessment data reported that:
Overall Distance from Standard: 87.7 points below standard
English Learners: 100.6 points below standard
Hispanic: 88.3 points below standard
Socioeconomically Disadvantaged: 89.5 points below standard
Students with Disabilities: 155.4 points below standard
White: 75.8 points below standard

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

Performance Gaps

CAASPP performance in ELA had three student groups with a performance gap. English Learners, Hispanic, and Socioeconomically Disadvantaged scored low. CAASPP performance in Math had one student group, English Learners, that scored Very Low which was below other student groups. These groups will be monitored and invited to many extended learning opportunity sessions throughout the year to provide additional strategies and practice the grade level skills. Literacy and Math Support teachers are also receiving additional training with the Science of Reading strategies and Math Conceptual Understanding and Math Fluency. A Behavioral Health Therapist will be assigned to Granite Hill next year to assist with students who may be having anxiety about coming to school to assist with attendance issues and will work closely with the Attendance Teams to be able to offer resources families may need.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

As indicated by identification under ATSI: the subgroups of students with disabilities and white students will have additional supports embedded within services of this school plan to provide further interventions to assist with student achievement.

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents, staff, and community members are consulted as part of the planning process for the SPSA/ Annual Review and Update. These educational partners are invited to be a part of School Site Council (SSC) and English Language Advisory Committee (ELAC) throughout the school year. However, formal nomination ballots and voting occurs in August/September to establish the official members of the SSC. Parents of GATE and Special Education students are invited to attend meetings that address programs and supports for their students. Flyers, letters, social media postings, 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. Meetings are held throughout the year to reflect and make suggestions for the updating of the SPSA. At all school events, parents are encouraged to become apart of the various advisory groups and asked to become involved at the site to provide input which includes participation in completing various surveys offered. There has been an increased interest on the part of parents to become more involved in site decisions since the pandemic. Parent involvement has increased with planning for events and activities. Parents have been able to volunteer in the classrooms this year and assisting teachers with preparation of activities and small groups.

Resource Inequities

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

Granite Hill had two student groups identified for ATSI designation. Both Students With Disabilities and White students were targeted due to their high absenteeism rates and not having a performance level since the student population sample was so small. In order to address these inequities, an Attendance team was recently established to support these students. Parents have been participating in site based meetings to address attendance concerns and to determine what resources the families may need from the school site to ensure that the students are engaged, motivated and attending school. The case carriers for our students with disabilities will be joining this team to monitor their caseloads and provide further assistance to help these students on IEPs. For academic intervention, both White and SWD students will be invited to attend extended learning opportunities with their general education teacher (after school programs, Saturday School enrichment) to allow additional time and practice to address the CA standards. Literacy Support teachers and the Math Support teacher will also include these student groups into their intervention groups to address particular foundational skills.

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. Due to recent COVID/ESSER funding, Granite Hill was able to implement additional supports to increase student engagement as well as provide extended learning opportunities after school. These programs would not have been possible without the district support. These efforts are also projected to continue in the 2023-2024 school year. Many costs for student programs such as AVID were taken care of by the district which greatly assisted the site budget.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	54	49	64
Grade 1	48	54	47
Grade 2	49	50	51
Grade3	48	54	52
Grade 4	74	50	55
Grade 5	77	74	50
Grade 6	76	75	75
Total Enrollment	426	406	394

Conclusions based on this data:

1. The overall decline in enrollment has continued to impact the school site. Granite Hill will be under four hundred students as per projections for the 2023-24 school year.

2. First, Second, Third, and Sixth grades have continued to be consistent with enrollment. It is apparent that 6th grade will drop in overall numbers due to the current cohort that will be advancing.

3. Kindergarten has shown an increase over the last year with enrollment numbers.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	138	136	136	32.40%	33.5%	34.5%
Fluent English Proficient (FEP)	67	55	41	15.70%	13.5%	10.4%
Reclassified Fluent English Proficient (RFEP)	11		8	8.0%		

Conclusions based on this data:

1. The percentage of English Learners has increased each year since 2020 although the number of students has remained consistent. With the overall decline in student population, this correlates with findings.

2. The number of students that are classified as Fluent English Learners (RFEP) each year has shown a decline. Based upon recent GH school trends with a decrease in enrollment, this decline in reclassification off overall EL learners is consistent with school-wide data.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	56		0	56		0	56		0.0	100.0	
Grade 4	72	49		0	49		0	49		0.0	100.0	
Grade 5	83	75		0	74		0	74		0.0	98.7	
Grade 6	80	75		0	75		0	75		0.0	100.0	
All Grades	285	255		0	254		0	254		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2356.3			14.29			8.93			21.43			55.36	
Grade 4		2387.8			4.08			10.20			14.29			71.43	
Grade 5		2467.8			8.11			24.32			32.43			35.14	
Grade 6		2502.6			12.00			29.33			26.67			32.00	
All Grades	N/A	N/A	N/A		9.84			19.69			24.80			45.67	

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.93			48.21			42.86	
Grade 4		4.08			46.94			48.98	
Grade 5		5.41			67.57			27.03	
Grade 6		8.00			54.67			37.33	
All Grades		6.69			55.51			37.80	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.71			35.71			53.57	
Grade 4		4.08			48.98			46.94	
Grade 5		9.46			58.11			32.43	
Grade 6		16.00			52.00			32.00	
All Grades		10.63			49.61			39.76	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			69.64			26.79	
Grade 4		4.08			71.43			24.49	
Grade 5		6.76			72.97			20.27	
Grade 6		16.00			70.67			13.33	
All Grades		8.27			71.26			20.47	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			60.71			35.71	
Grade 4		2.04			73.47			24.49	
Grade 5		10.81			64.86			24.32	
Grade 6		21.33			61.33			17.33	
All Grades		10.63			64.57			24.80	

Conclusions based on this data:

1. The majority of students are scoring at or near the standards in all domains but there is room for improvement. Intervention programs need to be intentional and target those who are below grade level in reading and writing and make sure that the identified students are receiving support needed.

2. Consistent schoolwide systems such as guided reading practices, collaborative grade level team focus on feedback and teacher/student clarity, AVID strategies to promote inquiry, writing, and critical thinking, and incorporation of technology can support the school goal of improvement. The overall score for ELA shows that only 29.53% of students have met or exceeded the standards.

3. Current NWEA benchmark assessments will guide feedback on instructional practices to prepare for CAASPP administration. Defined areas of improvement will be noted and addressed by grade level teams to support students. From these findings, professional development will need to focus on reading strategies as well as listening skills since they are the lowest areas of student performance on the ELA assessment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	50	56		0	56		0	56		0.0	100.0	
Grade 4	72	49		0	49		0	49		0.0	100.0	
Grade 5	83	75		0	74		0	74		0.0	98.7	
Grade 6	80	75		0	75		0	75		0.0	100.0	
All Grades	285	255		0	254		0	254		0.0	99.6	

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2368.7			5.36			16.07			25.00			53.57	
Grade 4		2371.9			0.00			4.08			24.49			71.43	
Grade 5		2436.0			0.00			6.76			31.08			62.16	
Grade 6		2476.9			6.67			12.00			38.67			42.67	
All Grades	N/A	N/A	N/A		3.15			9.84			30.71			56.30	

Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			33.93			53.57	
Grade 4		0.00			16.33			83.67	
Grade 5		2.70			41.89			55.41	
Grade 6		5.33			53.33			41.33	
All Grades		5.12			38.58			56.30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.36			42.86			51.79	
Grade 4		0.00			36.73			63.27	
Grade 5		1.35			40.54			58.11	
Grade 6		6.67			48.00			45.33	
All Grades		3.54			42.52			53.94	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			50.00			42.86	
Grade 4		2.04			38.78			59.18	
Grade 5		2.70			55.41			41.89	
Grade 6		8.00			61.33			30.67	
All Grades		5.12			52.76			42.13	

Conclusions based on this data:

1. Overall, only 12.99% of students met or exceeded the Math standards. 56.30% did not meet the standards which shows a definite need to support. This data determined the need for a Math Support teacher to work with small groups on targeted math foundational concepts.

2.   Granite Hill students demonstrated a higher understanding of Communicating Reasoning over Concepts and Procedures and Problem Solving skills.

3.   The lowest area of achievement is in the category of Concepts and Procedures. This solidifies the fact that the students need to return back to basic conceptual understanding of mathematics to build comprehension and fact fluency in order to prepare for the higher level thinking skills.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1416.8	*		1431.3	*		1382.9	*		19	8	
1	1420.2	1446.4		1453.9	1471.4		1386.1	1420.9		19	18	
2	1456.0	1463.1		1463.6	1485.2		1447.9	1440.4		20	19	
3	1459.7	1473.4		1448.6	1479.0		1470.2	1467.3		20	22	
4	1482.7	1486.6		1478.3	1478.6		1486.4	1494.0		23	22	
5	1514.0	1521.5		1504.8	1518.1		1522.8	1524.3		20	23	
6	1507.0	1518.4		1495.0	1510.9		1518.5	1525.2		21	17	
All Grades										142	129	

	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	5.26	*		31.58	*		57.89	*		5.26	*		19	*	
1	0.00	5.56		10.53	38.89		63.16	33.33		26.32	22.22		19	18	
2	5.00	15.79		20.00	31.58		60.00	21.05		15.00	31.58		20	19	
3	0.00	9.09		15.00	9.09		45.00	63.64		40.00	18.18		20	22	
4	4.35	4.55		30.43	36.36		39.13	40.91		26.09	18.18		23	22	
5	5.00	13.04		45.00	43.48		45.00	39.13		5.00	4.35		20	23	
6	9.52	5.88		33.33	35.29		38.10	52.94		19.05	5.88		21	17	
All Grades	4.23	10.08		26.76	34.11		49.30	40.31		19.72	15.50		142	129	

<table>
<thead>
<tr><th rowspan="2">Grade Level</th><th colspan="13" style="text-align:center">Oral Language
Percentage of Students at Each Performance Level for All Students</th></tr>
</thead>
</table>

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	*		47.37	*		42.11	*		0.00	*		19	*	
1	5.26	27.78		63.16	38.89		21.05	33.33		10.53	0.00		19	18	
2	10.00	36.84		35.00	31.58		55.00	21.05		0.00	10.53		20	19	
3	0.00	9.09		30.00	36.36		35.00	54.55		35.00	0.00		20	22	
4	8.70	13.64		47.83	54.55		30.43	22.73		13.04	9.09		23	22	
5	30.00	26.09		45.00	65.22		20.00	8.70		5.00	0.00		20	23	
6	9.52	23.53		42.86	52.94		23.81	17.65		23.81	5.88		21	17	
All Grades	10.56	22.48		44.37	48.84		32.39	24.81		12.68	3.88		142	129	

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	*		15.79	*		52.63	*		26.32	*		19	*	
1	0.00	0.00		5.26	27.78		26.32	33.33		68.42	38.89		19	18	
2	0.00	10.53		25.00	26.32		40.00	15.79		35.00	47.37		20	19	
3	5.00	0.00		10.00	13.64		25.00	54.55		60.00	31.82		20	22	
4	4.35	4.55		13.04	22.73		47.83	36.36		34.78	36.36		23	22	
5	5.00	4.35		15.00	21.74		65.00	60.87		15.00	13.04		20	23	
6	4.76	0.00		23.81	29.41		33.33	52.94		38.10	17.65		21	17	
All Grades	3.52	3.88		15.49	23.26		41.55	43.41		39.44	29.46		142	129	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	*		89.47	*		5.26	*		19	*	
1	21.05	50.00		68.42	44.44		10.53	5.56		19	18	
2	10.00	36.84		85.00	57.89		5.00	5.26		20	19	
3	10.00	22.73		55.00	68.18		35.00	9.09		20	22	
4	30.43	27.27		60.87	59.09		8.70	13.64		23	22	
5	30.00	17.39		65.00	73.91		5.00	8.70		20	23	
6	14.29	11.76		66.67	70.59		19.05	17.65		21	17	
All Grades	17.61	27.91		69.72	62.79		12.68	9.30		142	129	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.79	*		68.42	*		15.79	*		19	*	
1	5.26	16.67		78.95	77.78		15.79	5.56		19	18	
2	15.00	31.58		80.00	57.89		5.00	10.53		20	19	
3	0.00	18.18		65.00	63.64		35.00	18.18		20	22	
4	4.35	13.64		82.61	68.18		13.04	18.18		23	22	
5	40.00	69.57		50.00	30.43		10.00	0.00		20	23	
6	28.57	35.29		47.62	64.71		23.81	0.00		21	17	
All Grades	15.49	31.01		67.61	60.47		16.90	8.53		142	129	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*		94.74	*		5.26	*		19	*	
1	5.26	5.56		15.79	27.78		78.95	66.67		19	18	
2	0.00	5.26		75.00	47.37		25.00	47.37		20	19	
3	5.00	0.00		25.00	27.27		70.00	72.73		20	22	
4	4.35	0.00		47.83	45.45		47.83	54.55		23	22	
5	5.00	4.35		70.00	69.57		25.00	26.09		20	23	
6	9.52	0.00		33.33	41.18		57.14	58.82		21	17	
All Grades	4.23	3.10		51.41	46.51		44.37	50.39		142	129	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*		38.89	*		27.78	*		18	*	
1	0.00	5.56		42.11	72.22		57.89	22.22		19	18	
2	0.00	10.53		55.00	52.63		45.00	36.84		20	19	
3	10.00	9.09		60.00	77.27		30.00	13.64		20	22	
4	4.35	18.18		69.57	50.00		26.09	31.82		23	22	
5	10.00	13.04		75.00	78.26		15.00	8.70		20	23	
6	23.81	17.65		66.67	76.47		9.52	5.88		21	17	
All Grades	11.35	13.18		58.87	66.67		29.79	20.16		141	129	

Conclusions based on this data:

1. Kindergarten data is not reflected in the information that was populated from the State Dashboard. It shows that there were 8 students assessed so they were not a significant subgroup population.

2. Granite Hill has the highest percentage of students in the Level 2 proficiency band. Teachers will continue to use the Ellevation platform to support students with targeted lessons, strategies, and tools.

3. Students performed mostly at the Somewhat/Moderately category for all of the skill sets. This reinforces the need to place an increased emphasis on ELD strategies and integration in all content areas to increase the opportunity for students to produce and utilize language.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
406	**87.4**	**33.5**	**2.0**
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	136	33.5
Foster Youth	8	2.0
Homeless	3	0.7
Socioeconomically Disadvantaged	355	87.4
Students with Disabilities	35	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.2
American Indian	3	0.7
Asian	4	1.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	0	0
Hispanic	353	86.9
Two or More Races	3	0.7
Pacific Islander	2	0.5
White	30	7.4

Conclusions based on this data:

1. Most of the student population is socioeconomically disadvantaged (87.4%) and represents the high need for school provided resources.

2. 86.9% of Granite Hill students are Hispanic and 33.5% are identified as EL learners. This shows the need for continued English language development to support students build their proficiency levels.

3. The White population is 7.4% and the Students with Disabilities is 8.6%. These are the current groups that Granite Hill is focusing on since they were identified as low performing and let to ATSI designation status.
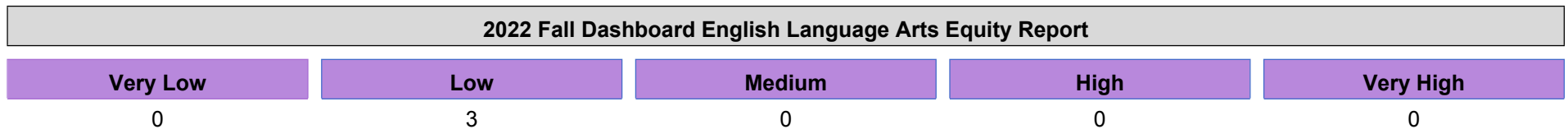
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
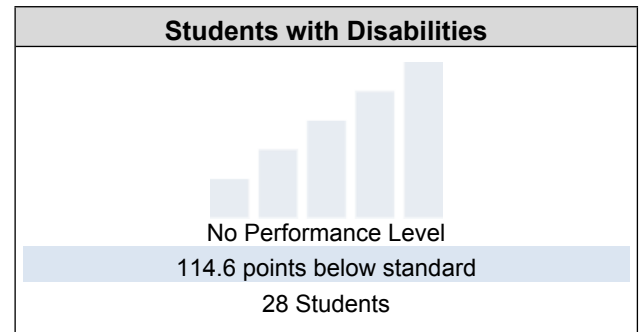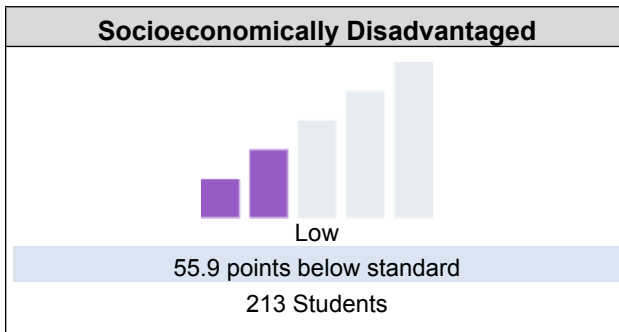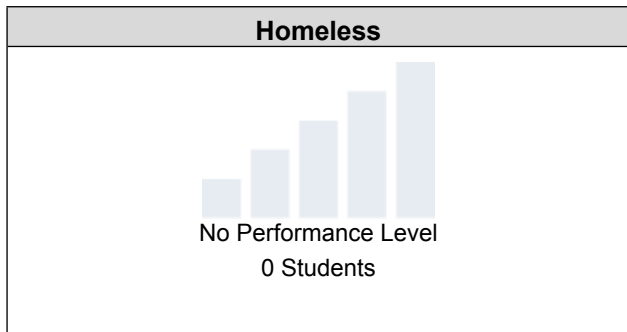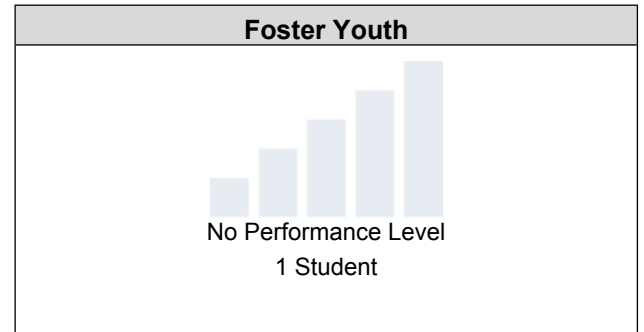
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts
Low

Mathematics
Low

English Learner Progress
Medium

Academic Engagement

Chronic Absenteeism
Very High

Conditions & Climate

Suspension Rate
Low
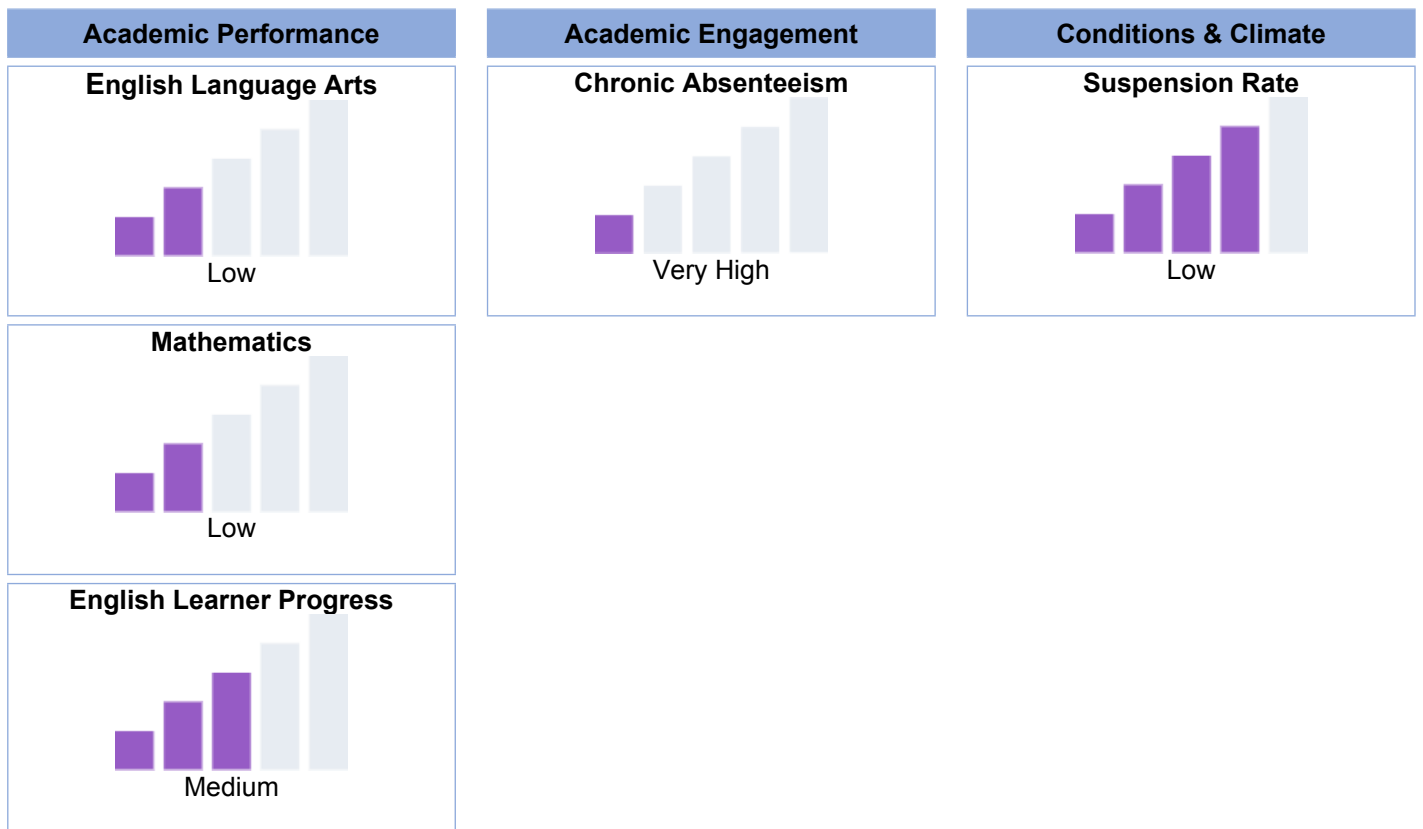
Conclusions based on this data:

1. Suspension rate was low due to the increased efforts of PBIS/BSEL expectations and intentional reinforcement of skills through classroom instruction during Morning Meetings.

2. Chronic absenteeism is very high and is consistent with previous trends. This is already being addressed with the formation of Attendance teams, student motivational incentives, school assemblies, and classroom competitions.

Families are being met with to discuss attendance concerns and resources are being offered to support. We are still recognizing that attendance is still an issue.

3. English Language Arts and Mathematics proficiency levels are in the Low category. The effect of the pandemic has shown the need for reinforcement of basic foundational skills. This was the first test administration as the previous years were suspended due to COVID so it is our new established baseline to measure future growth.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
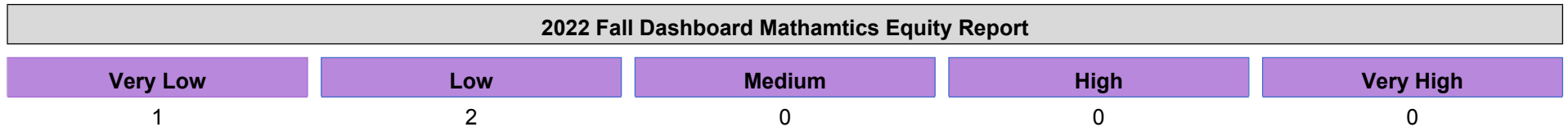
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Low

52.5 points below standard

238 Students

English Learners

Low

65.2 points below standard

102 Students

Foster Youth

No Performance Level

1 Student

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged

Low

55.9 points below standard

213 Students

Students with Disabilities

No Performance Level

114.6 points below standard

28 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
4 Students	1 Student	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
53.3 points below standard	1 Student	2 Students	48.1 points below standard
207 Students			16 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard	20.5 points above standard	54.3 points below standard
76 Students	26 Students	116 Students

Conclusions based on this data:

1. Students in the subgroups of: Socioeconomically Disadvantaged, English Learners, and Hispanic all scored in the Low performance band which is consistent with All Students. They all scored relatively consistent with the number of points below the standard.

2. Our Current English Learners scored significantly below the standard as opposed to English Only students. This is to be expected since students are still developing English proficiency. However, the larger gap between the two groups was surprising. Continued efforts to integrate ELD through all content areas will be emphasized as well as the use of Ellevation to track student proficiency levels and support during guided reading and writing instructional blocks.

3. Reclassified English Learners scored above the performance standard. There was a smaller number of students in this category but their performance was significantly above the English Only students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Low

87.7 points below standard

238 Students

English Learners

Very Low

100.6 points below standard

102 Students

Foster Youth

No Performance Level

1 Student

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged

Low

89.5 points below standard

213 Students

Students with Disabilities

No Performance Level

155.4 points below standard

28 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

4 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

2 Students

Filipino

Hispanic

Low

88.3 points below standard

207 Students

Two or More Races

No Performance Level

1 Student

Pacific Islander

No Performance Level

2 Students

White

No Performance Level

75.8 points below standard

16 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

114.3 points below standard

76 Students

Reclassified English Learners

60.7 points below standard

26 Students

English Only

86.6 points below standard

116 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged and Hispanic subgroups scored in the Low performance band which was consistent with All Students. These groups were all consistent with the number of points below the standard.

2. Overall, our English Learners scored significantly Very Low as compared to All Students. This shows a need to increase supports in Mathematics instruction and an intentional focus on behalf of our Math Support Teacher to assist in building math fluency and conceptual understanding. There is an increased need to create more opportunities to develop inquiry and problem solving skills.

3. Reclassified English Learners also scored below the standard although the small group performed a bit higher than English Only students. Instruction of math academic vocabulary needs to be an intense effort in all grade levels to support student comprehension.
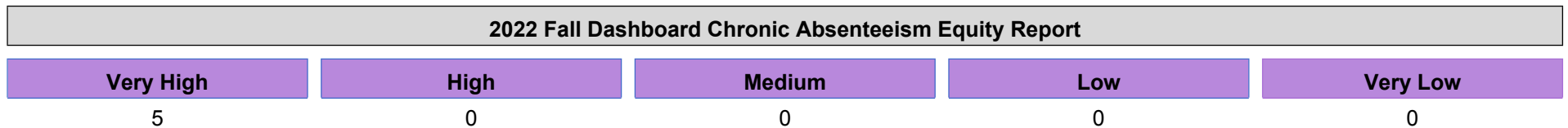
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
51.3 making progress towards English language proficiency
Number of EL Students: 117 Students
Performance Level: 3
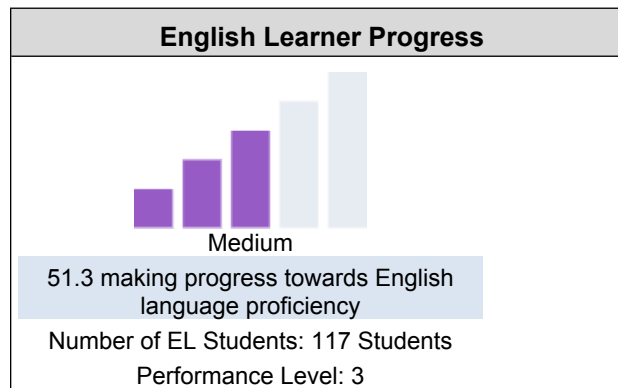
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
17.9%	30.8%	0.0%	51.3%

Conclusions based on this data:

1. Students have shown a 51.3 % progression of at least one proficiency level. 30.8% have maintained their current proficiency level.. The trend is showing positive improvement.

2. Current efforts of increasing and differentiating instructional strategies during designated ELD times as well as the use of Ellevation lessons, consistent BLT support, and targeted academic vocabulary have impacted student achievement.

3. 17.9% of English Learners regressed one proficiency level. These students will be identified and strategically targeted for further support.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the **Dashboard Communications Toolkit**.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

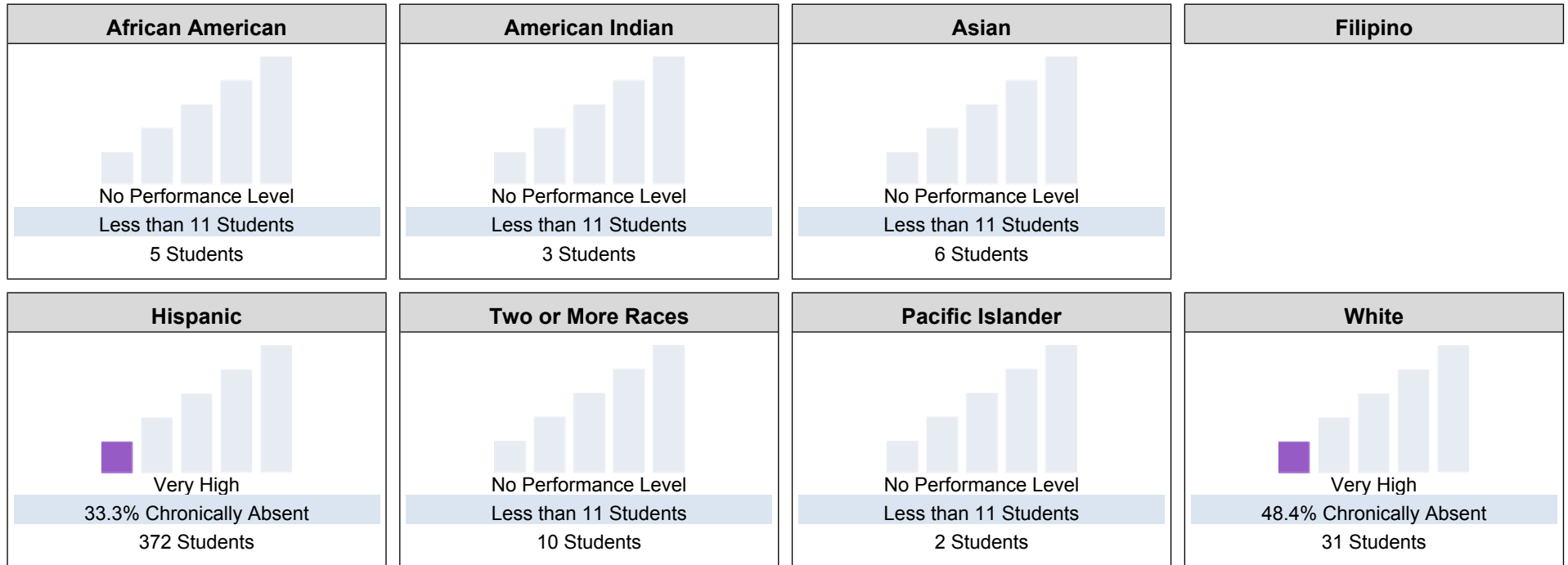| 2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Very High

34% Chronically Absent

429 Students

English Learners

Very High

32.4% Chronically Absent

142 Students

Foster Youth

No Performance Level

Less than 11 Students

8 Students

Homeless

No Performance Level

Less than 11 Students

4 Students

Socioeconomically Disadvantaged

Very High

34.3% Chronically Absent

376 Students

Students with Disabilities

Very High

30.2% Chronically Absent

43 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
5 Students	3 Students	6 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	Very High
33.3% Chronically Absent	Less than 11 Students	Less than 11 Students	48.4% Chronically Absent
372 Students	10 Students	2 Students	31 Students

Conclusions based on this data:

1. The Hispanic (33.3% chronically absent) and White (48.4% chronically absent) populations make up predominantly the entire student body. These encompass 403 students and they scored Very HIgh with Chronic Absenteeism. Efforts are being made to address student absences.

2. The subgroups of Socioeconomically Disadvantaged, English Learners, and Students with Disabilities scored in the Very High category which is consistent with the All Students category. All percentages are consistent with each other.

3. Focused school wide incentives have been implemented. Attendance teams were formed and working on identifying students with attendance issues to meet with families to offer resources. Students' absences and tardies are monitored for improvement after the family meetings.
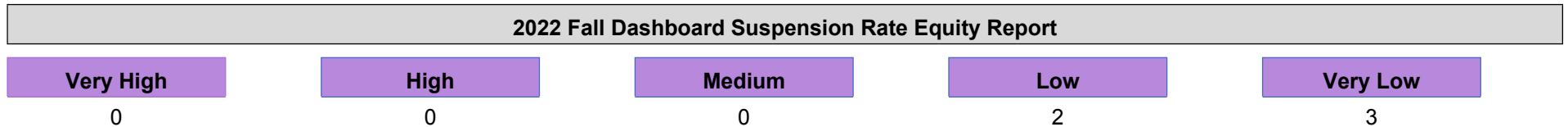
School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

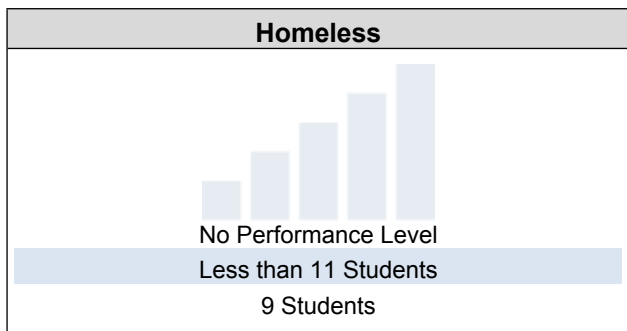| Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

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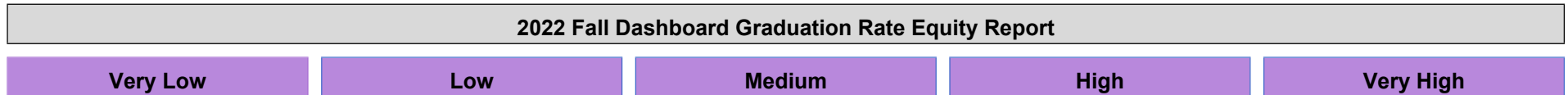
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. N/A

2. N/A

3. N/A
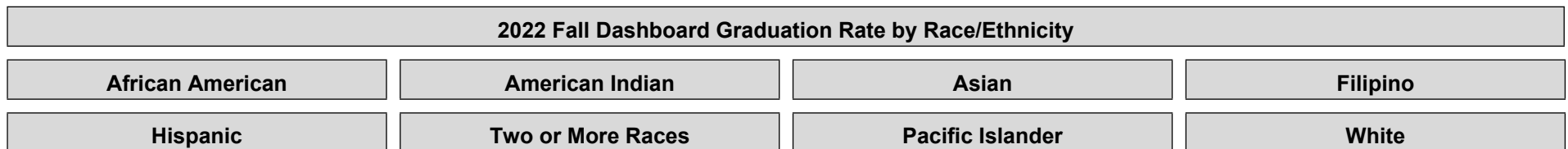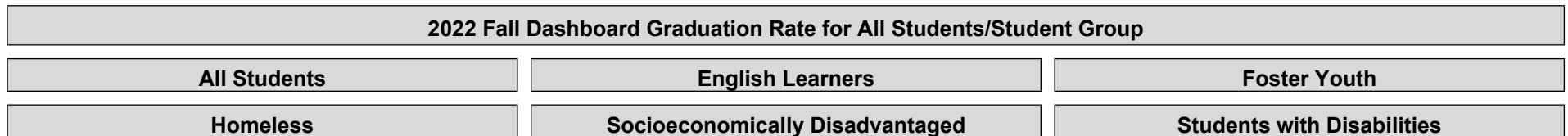
School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five S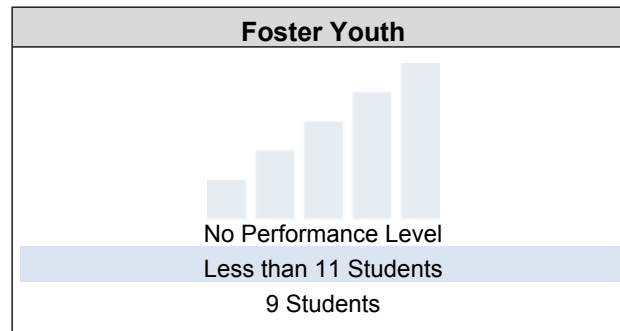tatus levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the **Dashboard Communications Toolkit**.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

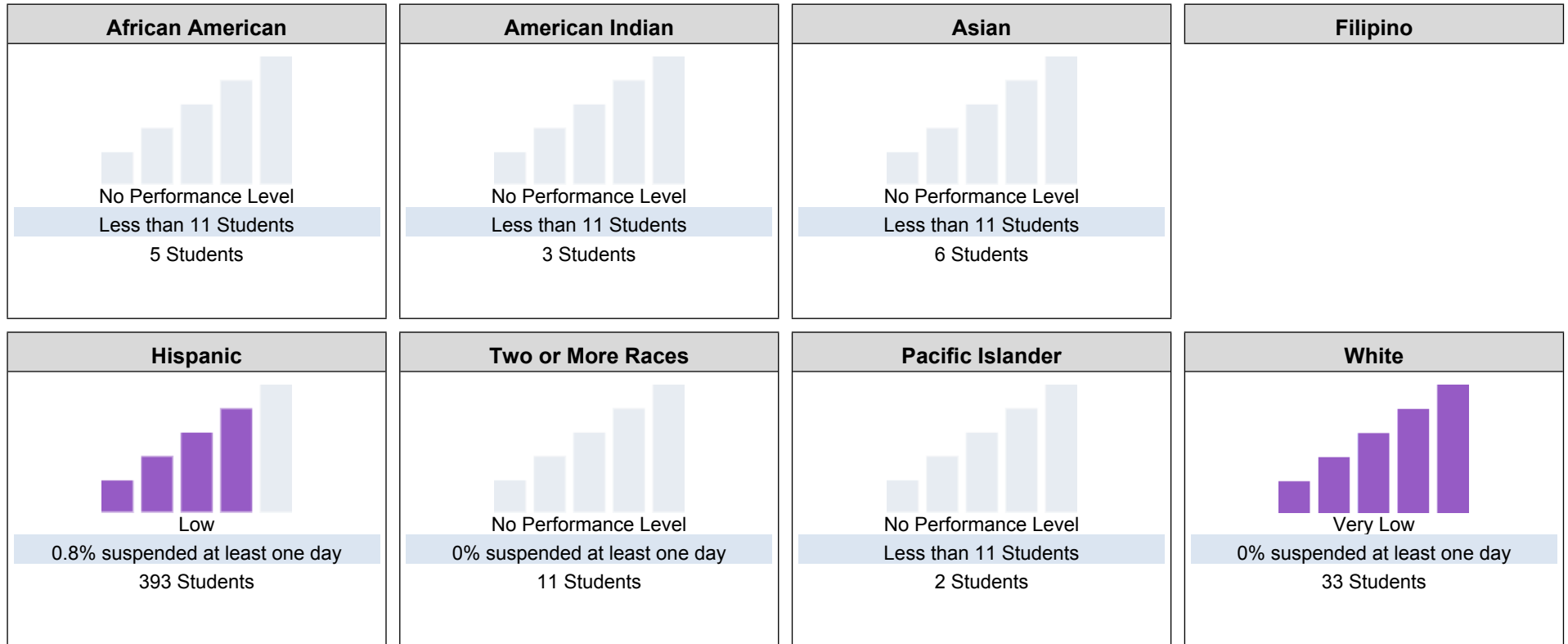| 2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	2	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Low

0.7% suspended at least one day

453 Students

English Learners

Very Low

0% suspended at least one day

144 Students

Foster Youth

No Performance Level

Less than 11 Students

9 Students

Homeless

No Performance Level

Less than 11 Students

9 Students

Socioeconomically Disadvantaged

Low

0.8% suspended at least one day

396 Students

Students with Disabilities

Very Low

0% suspended at least one day

46 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
5 Students	3 Students	6 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Very Low
0.8% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
393 Students	11 Students	2 Students	33 Students

Conclusions based on this data:

1. According to the data, less than 1% of students were suspended for at least one day. Many efforts were made to clarify behavior expectations around the campus and teachers have supported by teaching social skills and BSEL strategies.

2. English Learners, Students with Disabilities, and White students were identified in the Very Low category which was below the All Students category. These groups were very low since there were no students that were suspended in these subgroups.

3. Hispanic and Socioeconomic Disadvantaged students were identified in Low category at 0.8%. The students that were suspended for at least one day were represented in both categories.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2, P4, P8

Identified Need from the Annual Evaluation and Needs Assessment:

As a result of this analysis, continued collaboration time to support grade levels is essential to planning and analyzing student data to inform instruction. Teachers will participate in AVID trainings to gain an overall perspective and continue with implementation of strategies. Guided reading materials will be examined and supported to assist teachers with differentiated materials for student use. Math strategies will be monitored and support will be provided by the Math Support teacher working with students that have identified needs. Grade levels will be more strategically focused on designated ELD time and utilize lessons based upon student levels. English Language Learner's needs will be addressed more closely. ELD instruction will be further enhanced with Ellevation tools and resources for teachers to target more in-depth goals to assist in building English proficiency. Staff training for inclusive practices will be offered to support school wide initiatives.

Embedded intensive intervention and SEL supports were continued to maximize support for learning loss. Extended Learning Opportunities will be implemented to provide additional time to practice standards/skills. ELO will intentionally target Students with Disabilities as well as our White students to intensify efforts for support since their performance was classified as not meeting ATSI requirements. Math intervention support will be integrated in addition to the already existing interventions tied to literacy needs. Collaboration time for grade level teams will be prioritized within budget to allow discussions regarding success criteria, clarity of learning objectives, and feedback. The library will be offering more opportunities for students to take advantage of makerspace activities as well as use materials to enhance literature based activities.

Inclusive practices continue to be implemented through the collaboration and planning of special education staff and grade level teachers. More professional development opportunities for staff focusing on equitable practices will be explored to align with current district initiatives.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA)	CAASPP assessment data reported that: Overall Distance from Standard: 52.5 points below standard English Learners: 65.2 points below standard Hispanic: 53.3 points below standard Socioeconomically Disadvantaged: 55.9 points below standard Students with Disabilities: 114.6 points below standard White: 48.1 points below standard	The goal for 2022-23 CAASPP data is to improve by 5 points decreasing the points below the standard. Overall Distance from Standard: 47.5 points below standard English Learners: 60.2 points below standard Hispanic: 48.3 points below standard Socioeconomically Disadvantaged: 50.9 points below standard Students with Disabilities: 109.6 points below standard White: 43.1 points below standard
P4 Statewide Assessments (Math)	CAASPP assessment data reported that: Overall Distance from Standard: 87.7 points below standard English Learners: 100.6 points below standard Hispanic: 88.3 points below standard Socioeconomically Disadvantaged: 89.5 points below standard Students with Disabilities: 155.4 points below standard White: 75.8 points below standard	The goal for 2022-23 CAASPP data is to improve by 5 points decreasing the points below the standard. Overall Distance from Standard: 82.7 points below standard English Learners: 95.6 points below standard Hispanic: 83.3 points below standard Socioeconomically Disadvantaged: 84.5 points below standard Students with Disabilities: 150.4 points below standard White: 70.8 points below standard
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	ELPAC administration from the 2021-22 school year shows: 17.9 % decreased by one level 30.8% maintained current level of English proficiency 51.3 % progressed at least one level ELPAC results: Level 1 is at 15.7% a decline of 0.% from previous year Level 2 is at 39.8% remained the same Level 3 is at 35.2% which is an increase of 1.9% Level 4 is at 9.3% a decline of 1.5%	As based on the ELPAC administration for the 2022-23 school year, the goal is to have improved by at least 3% in each category: 14.9 % decreasing by one level 27.8 % maintaining current level of English proficiency 54.3% progressing at least one level Summative ELPAC (2022-23):Goals Beginning Stage Level 1: 12.5% Somewhat Developed Level 2: 37.31% Moderately Developed Level 3: 37.11% Well Developed Level 4: 13.08%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Summative ELPAC (2021-22):results from CA Dashboard-117 students Beginning Stage Level 1: 15.5% Somewhat Developed Level 2: 40.31% Moderately Developed Level 3: 34.11% Well Developed Level 4: 10.08%	
P4 English learner reclassification rate	For 2022-23: the reclassification rate is 6%. based upon the current data for the R30 Language Census report. This is a 1.87% increase from the previous year of 4.13%.	Expected Outcomes for the 2023-24 school year The reclassification rate goal will be to remain the same or increase by 0.5% as reported on Ellevation and the R30 Language Census report.
P8 Other student outcomes:NWEA	NWEA Data: High/High Average (Proficient/Advanced) Fall-ELA Grade 1: 5% Proficient/Advanced Grade 2: 18% Proficient/Advanced Grade 3: 20% Proficient/Advanced Grade 4: 20% Proficient/Advanced Grade 5: 15% Proficient/Advanced Grade 6: 21% Proficient/Advanced Winter Grade 1: 7% Proficient/Advanced Grade 2: 16% Proficient/Advanced Grade 3: 20% Proficient/Advanced Grade 4: 13% Proficient/Advanced Grade 5: 13% Proficient/Advanced Grade 6: 17% Proficient/Advanced Spring Grade 1: 6% Proficient/Advanced Grade 2: 8% Proficient/Advanced Grade 3: 12% Proficient/Advanced Grade 4: 11% Proficient/Advanced Grade 5: 12% Proficient/Advanced Grade 6: 15% Proficient/Advanced There was no grade level that met the goal from Fall to Spring. Most growth took place from Fall to Winter. Fall-Math	Expected Outcomes for 2023-24 All grade levels K-6 will have an increase of 3% in the number of students who score average to high average (Proficient/Advanced) on the NWEA assessments for ELA and Mathematics. Progress will be monitored from Fall to Winter to Spring as administrations of the assessment take place.

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	Grade 1: 7% Proficient/Advanced Grade 2: 22% Proficient/Advanced Grade 3: 4% Proficient/Advanced Grade 4: 11% Proficient/Advanced Grade 5: 2% Proficient/Advanced Grade 6: 3% Proficient/Advanced Winter Grade 1: 15% Proficient/Advanced Grade 2: 12% Proficient/Advanced Grade 3: 9% Proficient/Advanced Grade 4: 11% Proficient/Advanced Grade 5: 2% Proficient/Advanced Grade 6: 4% Proficient/Advanced Spring Grade 1: 6% Proficient/Advanced Grade 2: 2% Proficient/Advanced Grade 3: 6% Proficient/Advanced Grade 4: 4% Proficient/Advanced Grade 5: 4% Proficient/Advanced Grade 6: 7% Proficient/Advanced Grades 3, 5 and 6 made the goal for Mathematics. Kindergarten did not take this assessment for the 2022-23 school year.	

Planned Strategies/Activities

Action 1.1
CCSS Implementation

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**

Planned Actions/Services	Students to be served	Budget and Source

a. Collaborative PD time for staff on content standards implementation and effective strategies for mathematics, science, ELA/ELD, AVID,Grade Level Team calibration and collaboration around success criteria and feedback as well as priority standards and technology including data analysis. An intentional focus on providing opportunities for staff development on equitable practices will be implemented.
 	
b. AVID implementation grades TK-6. Release time for AVID team to plan, organize and collaborate for parent events, instructional practices, and completion of documentation
 	
c. Coordinate staff development and in-class support for AVID, district adopted curriculum implementation, technology, TK/K full day implementation support, and Math research based practices.
 	
d. Provide conference opportunities for teachers to support implementation of all programs/initiatives
 	
e. Provide release time/subs for teachers for extensive planning including content planning,and analysis and/or calibration for NWEA assessments and student performance tasks.
 	
f.   Extended Learning Opportunities (and targeting ATSI subgroups) will be offered through the school year to allow additional practice with the CA standards.
	X All Students
	
	     Other student group(s) English Learners
	X White Students
	     Students With Disabilities
		Substitute, Tchr
		1000-1999: Certificated Personnel Salaries
		LCFF Suppl/Conc -- 0707
		$5000.00
		
		Substitute, Tchr
		1000-1999: Certificated Personnel Salaries
		Title I Basic -- 3010
		$3700.00
		
		Materials/Supplies
		4000-4999: Books And Supplies
		LCFF Suppl/Conc -- 0707
		$8700.00
		
		Printing Supplies
		5000-5999: Services And Other Operating Expenditures
		LCFF Suppl/Conc -- 0707
		$2314.00
		
		Materials/Supplies
		4000-4999: Books And Supplies
		Title I Basic -- 3010
		$1515.00
		
		Gap materials and Supplies to support EL learners
		4000-4999: Books And Supplies
		Title I Basic -- 3010
		$540.00

Action 1.2
Intervention

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials) b. Continue TK-6th grade ELA, ELD, and math support with intervention Math Support teacher	X All Students Other student group(s) English Learners X	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2100.00 Maintenance Contract

		5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5400
c. Provide resources for the implementation of intensive interventions for students d. Provide collaboration time for teachers to analyze Ellevation resources to improve instruction for EL learners		Literacy Support Teachers Salaries (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $178257 Literacy Support Teacher Salary (1) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $28648 Literacy Support Teacher Salary (1) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $111411

Action 1.3
Resources

	X	Modified Action	

Planned Actions/Services		**Students to be served**	**Budget and Source**
a. Purchase materials to support AVID site goals, new Math and Social Science curriculum, TWIG Science curriculum, ELD, Collaboration for Grade Level Teams, and technology, including print material, web-based supplemental materials, and manipulatives b. Supplemental ELA/ELD and Mathematics materials	X X	All Students Other student group(s) English Learners	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4100.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1279.00

Action 1.4
EL Support

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Bilingual Language Tutors (2 @ 3 hrs) will support ELD instruction, in addition to 30 minutes of daily designated ELD (Grades 1-6) and 20 minutes of daily designated ELD (Kindergarten)	X Other student group(s) Enlgish Learners	(2) Bilingual Language Tutors Salaries (3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $32916 (1) Bilingual Language Tutor Salary (3 hrs) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $3567 Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $730.00

Action 1.5
Preschool Transition to TK/Kindergarten

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Transitional K/Kindergarten Orientation: The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. b. Preschool to Kindergarten Transition opportunities provided: Preschool to Kindergarten transition meetings. c. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with. d. Coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Granite Hill Elementary and adhere to any needs possible.	X Other student group(s) Head Start/Preschool	

e. Kindergarten Readiness Workshop made available for students that did not participate in a preschool program via JUSD Parent Involvement and community outreach department.

Action 1.6
Communication Enhancement Program

	X	Modified Action	

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

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate:	The Cumulative Attendance Percentage as of mid-May for the 2022-23 school year is 92.06%.	Expected outcome for 2023-24:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Intense efforts have been made this year to increase the overall percentage. Due to many types of illnesses, it has been difficult since families are still hesitant to send students after the pandemic. Continued efforts and incentives will be offered to increase motivation and engagement. Saturday School promotion and incentives will assist in making up lost ADA.	Maintain or increase attendance rate by 1% as depicted in the end of the year attendance report. Currently the percentage is 92.06% based on JUSD data reports.
P5 Chronic Absenteeism rate:	As of April 2023, Granite Hill's Chronic Absenteeism rate as indicated on the CA Dashboard is 34%. This was data taken from the previous school year. It is higher than normal due to the number of positive COVID cases that were reported to the school as well as those who were in close contact and needed to remain at home on isolation.	Goal: Reduce Chronic Absenteeism rate for by 1% Maintain rate exceeding District/County/State percentages Currently the Chronic Absenteeism rate is 34% on the CA Dashboard.
P6 Pupil Suspension rate:	To date, the suspension rate is 0.7% which is in the Low indicator status level. Intensive efforts to promote PBIS/BSEL lessons have proven to be effective in supporting student behaviors and dealing with them proactively.	Goal: Maintain or Reduce Pupil Suspension Rate to remain below district average for suspension Currently the 2022-23 school year is at 0%. The goal is to maintain 0% but not go above 1%.
P6 Surveys of pupils, parents, teachers on sense of safety: Parents	LCAP/Panorama Family Survey, Spring 2023: • A report was not able to be generated due to low participation rate in the survey. For the 2023-24 school year, survey data will be focused on the following questions to address on site: "For this school or district to be successful over the next three years, how important is it for us to focus on... Diversity and Inclusion of all students?" "How well do you feel like this school or district is currently doing in the following area: Diversity and Inclusion of all students?"	Expected outcome for 2023-24: Increase parent survey response and increase positive responses on survey results focusing on safe and order school practices by at least 5%. There were not enough responses on the 2022-23 surveys to provide accurate data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Surveys of pupils, parents, teachers on sense of safety: Students and Staff	LCAP/Panorama Teacher/Staff Survey, Spring 2023: "Overall, how positive is the working environment at your school?" 67% responded favorably. There were 9 respondents that participated in the survey. The district percentage was 56%. "For students that need extra support, how difficult is it for them to get the support they need?" 78% of teachers responded favorably. 7 out of 9 responded "Not at all difficult" or "Slightly Difficult " LCAP/Panorama Student Survey, Spring 2023 In response to School Safety and how they felt: 3rd-5th grades-- 56% responded favorably 6th grade-- 48% responded favorably. "How often do you worry about violence at your school?" 48% responded "Almost Never" and 26% "Once in a while" "How much support do the adults at your school give you?" 70 % responded favorably.	Expected outcome for 2023-24: Maintain student survey response and increase positive responses on survey results focusing on safe and order school practices by at least 5%. Currently, for school safety students reported that 56% felt safe at school for grades 3-5. Sixth grade students were asked if they felt safe within the past week and 48% reported positively. In regards to how often they worry about violence at school, the goal is to increase the percentage by 5% (from 48 to 53%) for the 2023-24 school year. The goal for teacher/staff is to increase the favorable percentage by 3% for the perception of how difficult is for students to receive the support they need (from 78 to 81%)
P1: School Facilities are maintained in good repair	The FIT report indicates a school rating of Good at 98%. All areas indicate a 100% with the exception of an 85% for Interior Surfaces as Fair due to a light being out in one of the classrooms.	2023-24 Expected Outcome: All school facility reports indicate 100% Good or Better on the FIT report.

Planned Strategies/Activities

Action 2.1
PBIS Resource materials

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. PBIS Resource materials to support PBIS implementation on campus – instructional materials b. Funding to support PBIS incentive programs and attendance incentives in place – student t-shirts, prizes, medals, movies, certificates, games, stickers, printing costs for tickets and posters c. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, PBIS and to prepare for upcoming events. d. Continue to improve customer service in the office – provide extra compensation to provide a smooth transition into school, including preparation of library use for teachers and support. e. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program. f. Supervision of campus events- activity supervisors will monitor campus to ensure safety of students, staff, and families.	X All Students	PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $1080.00 Activity Supervisor Salary (2.75 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $9732 Customer Service Improvement Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $530.00 Classified Support Staff - Activity Supervisor Meetings/Trainings. Hourly release 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1500.00 Classified Support Staff: Activity Supervisors monitor campus events 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3680.00 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3800

Action 2.2
Health Care Aide (HCA)

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Health Care Aide (HCA) to support health services and parent communications	X All Students	Classified, hourly 2000-2999: Classified Personnel Salaries

		LCFF Suppl/Conc -- 0707 $800.00
b. Continue to provide training for staff and students regarding PE activities and Playground Safety practices. Implementation of lunch clubs/teams (intramural sports) c. 100 Mile Club support (t-shirts, incentives, etc)		(1) Health Care Aide Salary (3 hrs) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $15304 Student incentives-100 Mile Club 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $400.00

Action 2.3
Safety Coordinator and Administrative Designee

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. b. Purchase materials as needed to support the development of our site safety plan	X All Students	Teacher, hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1077.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2200.00

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Some changes that will be made are: to increase parent communication through social media, Class DoJo, PeachJar, and the school websites to keep parents informed of upcoming surveys and deadlines. Continue to utilize Q communication/ Parent Square to inform families of events, activities, and school information. Pairing parent workshops/ meetings with school functions to promote higher levels of parent involvement.   Discuss with Leadership team other opportunities to get parents involved and to showcase student achievement: math nights, stem projects, reading opportunities, etc. Develop student council to increase student involvement with campus activities; and to create various clubs for students to be a part of to be actively engaged. Parent meetings are also scheduled/available for live Zoom/Google Meets as necessary to increase participation. Meetings will be offered both virtually and in-person to accommodate parent work schedules. College and Career workshops will be implemented to support AVID initiatives and to allow parents to become part of the learning process. Community Schools programs are being planned to support families by offering further resources and parent classes to support the "whole child".

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	LCAP/Panorama Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey of Spring 2023. Other surveys were administered just prior to	2023-24 Expected Outcome: There will be an increase of at least 20% of parents completing the LCAP/Panorama Survey. An

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LCAP/Panorama and it impacted parent participation. For next year, focus will be placed the question: "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" Responses will be noted for "Extremely Important" and "Quite Important".	intense incentive program will be offered in order to accumulate valid data results. For next year, focus will be placed the question: "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" Responses will be noted for "Extremely Important" and "Quite Important".
P5 Student Engagement P6 School Climate	2022-23: The previous year indicated 60% of students felt a positive sense of belonging. This year the results showed 61% for students in grades 3-5 indicated that "Overall, how much do you feel like you belong at your school?". Staff percentage of feeling that the overall climate of the school site was positive based on the question:"On most days,how enthusiastic are the students about being in school?" The responses indicated that 67% (a 3% increase from previous year) felt that students were enthusiastic. Only 11 responses were submitted out of the entire staff.	2023-24 Expected Outcome: There will be an increase of at least 5% of students indicating that they feel a positive sense of belonging for grades 3-5. Maintaining staff percentage or increase by 2% of those who felt overall climate of school site was welcoming and that they are part of a collaborative culture. A goal of 4% is set for increasing student enthusiasm for being in school as reported by teachers.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP/Panorama Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey. Only two parents completed the survey. For next year, focus will be placed on the question: "For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" Responses will be noted for "Extremely Important" and "Quite Important".	2023-24 Expected Outcome There will be an increase of at least 20% of parents completing the LCAP/Panorama Survey. An intense incentive program will be offered in order to accumulate valid data results. For next year, focus will be placed on the question: "For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" Responses will be noted for "Extremely Important" and "Quite Important".

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Planned Strategies/Activities

Action 3.1
Parent Engagement

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, digital citizenship) Meetings may also be held virtually by Zoom/Google Meets as well as in-person to accommodate additional participants if necessary. EL parents will be invited for additional trainings regarding ELD instruction, ELPAC testing, and primary language materials. b. Parent center/areas will be available to support parent communication. (Computer, printer, library access, resources) c. All parents and staff will have leadership opportunities through advisory committees (i.e., ELAC, SSC, parent groups) d. Provide translation, refreshments, and childcare for all parent engagement opportunities e. Parent support materials for parent outreach f. Materials and refreshments for Parent Night activities such as - Book Fair, Trunk-N-Treat Carnival, Family Dances/Game Nights, Family Walks to Support 100-Mile Club, Talent Show events g. Translator Clerk Typist to translate materials, parent meetings and be available for translation for parents as needed	X All Students Other student group(s) English Language Learners X Students with Disabilities	Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $764.00 Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $480.00 Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $950.00 Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00 Classified Hourly (translation-parent conferences, meetings after contract hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1200.00 Parent Support Materials 4000-4999: Books And Supplies Title I Basic -- 3010

$588.00

Parent Training: Site Based
4000-4999: Books And Supplies
Title I Basic -- 3010
$500.00

Parent Support-EL translators
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
$187.00

Action 3.2
School Connectedness

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events. (planning childcare, refreshments, etc.) b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours. c. Use Social Media to build school culture and community buy-in. d. Student clubs will be supported to increase student engagement at school	X All Students	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $850.00 Teacher-Certificated Hourly (after school clubs-ELO) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $5900.00 Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1087.00 EMCC Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $71525

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (ELA)	Due to the suspension of the 2020 and 2021 Dashboard, expected outcomes will be established on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Overall Distance from Standard: 52.5 points below standard English Learners: 65.2 points below standard Hispanic: 53.3 points below standard Socioeconomically Disadvantaged: 55.9 points below standard Students with Disabilities: 114.6 points below standard White: 48.1 points below standard
P4 Statewide Assessments (Math)	Due to the suspension of the 2020 and 2021 Dashboard, expected outcomes will be established on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Overall Distance from Standard: 87.7 points below standard English Learners: 100.6 points below standard Hispanic: 88.3 points below standard Socioeconomically Disadvantaged: 89.5 points below standard Students with Disabilities: 155.4 points below standard White: 75.8 points below standard
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	ELPAC assessments were conducted for the 2021-22 school year. Data should be available in the Fall of 2022. Goal is to improve by 2% for each level as evidenced by ELPAC results.	ELPAC administration from the 2021-22 school year shows: 17.9 % decreased by one level 30.8% maintained current level of English proficiency 51.3 % progressed at least one level ELPAC results: Level 1 is at 15.7% a decline of 0. % from previous year Level 2 is at 39.8%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		remained the same Level 3 is at 35.2% which is an increase of 1.9% Level 4 is at 9.3% a decline of 1.5% Summative ELPAC (2021-22):results from CA Dashboard-117 students Beginning Stage Level 1: 15.5% Somewhat Developed Level 2: 40.31% Moderately Developed Level 3: 34.11% Well Developed Level 4: 10.08%
P4 English learner reclassification rate	Goal to continue to reclassify 3% annually in the following school year. Return to in-person learning allows for more individualized and small group instruction.	For 2022-23: the reclassification rate is 6%. based upon the current data for the R30 Language Census report. This is a 1.87% increase from the previous year of 4.13%.
P8 Other student outcomes:NWEA	Expected Outcomes for 2022-23 All grade levels K-6 will have an increase of 2% in the number of students who score average to high average on the NWEA assessments for ELA and Mathematics.	NWEA Data: High/High Average (Proficient/Advanced) Fall-ELA Grade 1: 5% Proficient/Advanced Grade 2: 18% Proficient/Advanced Grade 3: 20% Proficient/Advanced Grade 4: 20% Proficient/Advanced Grade 5: 15% Proficient/Advanced Grade 6: 21% Proficient/Advanced Winter Grade 1: 7% Proficient/Advanced Grade 2: 16% Proficient/Advanced Grade 3: 20% Proficient/Advanced Grade 4: 13% Proficient/Advanced Grade 5: 13% Proficient/Advanced Grade 6: 17% Proficient/Advanced Spring Grade 1: 6% Proficient/Advanced Grade 2: 8% Proficient/Advanced Grade 3: 12% Proficient/Advanced Grade 4: 11% Proficient/Advanced Grade 5: 12% Proficient/Advanced Grade 6: 15% Proficient/Advanced There was no grade level that met the goal from Fall to Spring. Most growth took place from Fall to Winter.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Fall-Math Grade 1: 7% Proficient/Advanced Grade 2: 22% Proficient/Advanced Grade 3: 4% Proficient/Advanced Grade 4: 11% Proficient/Advanced Grade 5: 2% Proficient/Advanced Grade 6: 3% Proficient/Advanced Winter Grade 1: 15% Proficient/Advanced Grade 2: 12% Proficient/Advanced Grade 3: 9% Proficient/Advanced Grade 4: 11% Proficient/Advanced Grade 5: 2% Proficient/Advanced Grade 6: 4% Proficient/Advanced Spring Grade 1: 6% Proficient/Advanced Grade 2: 2% Proficient/Advanced Grade 3: 6% Proficient/Advanced Grade 4: 4% Proficient/Advanced Grade 5: 4% Proficient/Advanced Grade 6: 7% Proficient/Advanced Grades 3, 5 and 6 made the goal for Mathematics. Kindergarten did not take this assessment for the 2022-23 school year.
P8 Other student outcomes: Read 180	Expected Outcomes for 2022-23 6th Grade students will have an increase of 2% on the HMH Reading Inventory for ELA overall scores. SED and EL students will demonstrate a 2% increase in overall ELA scores.	73 six graders completed the Reading Inventory: 19% scored Advanced (14 students) on the assessment 16 % scored Proficient (12 students) on the assessment 36% scored Basic (26 students) on the assessment 29% scored Below Basic (21 students) on the assessment
P8 Other student outcomes: MDTP	Expected Outcomes for 2022-23 6th Grade students will have an increase of 2% on the MDTP Inventory for Math overall scores. SED	76 six graders completed the MDTP for Math.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	and EL students will demonstrate a 2% increase in overall Math scores.	Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP. The results are as follows: 34.21% of 6th graders showed no mastery of these mathematical concepts 21.05% of 6th graders showed mastery in one of these mathematical concepts 14.47% of 6th graders showed mastery in two of these mathematical concepts 13.16% of 6th graders showed mastery in three of these mathematical concepts 3.95% of 6th graders showed mastery in four of these mathematical concepts 10.53% of 6th graders showed mastery in five of these mathematical concepts 2.63% of 6th graders showed mastery in six of these mathematical concepts 0% of 6th graders showed mastery in all seven of these mathematical concepts

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. CCSS Implementation a. Collaborative PD time for staff on content standards implementation and effective strategies for mathematics, science, ELA/ELD, Grade Level Team calibration and collaboration around success criteria and feedback as well as priority standards and technology including data analysis. b. AVID implementation grades TK-6. Release time for AVID team to plan, organize and collaborate for parent	CCSS Implementation 1a. Teachers have had collaboration time embedded within their weekly schedule to review data from classroom and district benchmark assessments to inform instructional practices. 1b. Four teachers attended AVID Summer Institute and worked on developing a schoolwide plan for implementation. Release time was provided for team members that were supporting documentation process for	Substitute, Tchr 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $8075.00 Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3140.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1600.00 Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3140.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
events, instructional practices, and completion of documentation c. Coordinate staff development and in-class support for AVID, UoS/district adopted curriculum implementation, technology, and Math research based practices. d. Provide conference opportunities for teachers to support implementation of all programs/initiatives e. Provide release time/subs for teachers for extensive planning including content planning,and analysis and/or calibration for NWEA assessments and student performance tasks.	certification to gather information and evidence to complete the necessary requirements. 1c. Staff meetings have been devoted to addressing strategies to support students. Teachers have been able to observe colleagues teaching new concepts for in-class support. 1d. Teachers were able to identify areas needed to support their instruction. Many staff members attended additional trainings for BSEL, Restorative Practices, TWIG Science, and mathematics/writing professional development opportunities. A school-wide Writing Program is a main focus for professional development beginning in the Spring with training and focus on one text type and transitioning to the other text types in the Fall. 1e. Grade level release days have been instituted allowing one full day per trimester for the purpose of more in-depth analysis of student data and supports needed to increase student achievement.	$10900.00 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2740.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1000.00 Gap materials and Supplies to support EL learners 4000-4999: Books And Supplies Title III LEP -- 4203 $1581.00	$4389.00 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2740.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $899.00 Gap materials and Supplies to support EL learners 4000-4999: Books And Supplies Title III LEP -- 4203 $1645.00
2. Intervention a. Continue K-3 support for Early Literacy/Primary Intervention – supplies and materials to support primary intervention program (guided reading materials and instructional materials)	Intervention 2a. Literacy Support teachers provided intensive support on a weekly basis (4 days/week) with guided reading strategies as well as phonemic awareness and phonological skills. They utilized one day per week to devote to student	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2146.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures	Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1820.00 Maintenance Contract 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
b. Continue 4th-6th grade ELA, ELD, and math support with intervention Math Support teacher c. Provide resources for the implementation of intensive interventions for students d. Provide collaboration time for teachers to analyze Ellevation resources to improve instruction for EL learners	assessments, professional development trainings, and individual student assistance. They supported teachers with resources and strategies for identified student needs. 2b. A Math Support teacher was utilized to target four grade levels (3rd-6th) with foundational concepts for small group instruction. Students were identified through classroom based assessments and NWEA data. The MST utilized one day per week to devote to student assessments, professional development trainings, and individual student assistance as well as supported teachers with resources and strategies for identified student needs. 2c. Materials and supplies were provided for the MST as the program was new this year and resources were limited. The MST and LSTs participated in regular monthly meetings to review data, strategies, and conduct needs assessments for the site. Professional reading texts were provided to assist in planning. Online conferences enabled collaboration with others across the district to gather new ideas to enhance student learning. 2d. Grade level collaboration meetings incorporated review for Ellevation resources to incorporate into ELD lessons. This platform also provided information for teachers regarding	LCFF Suppl/Conc -- 0707 $5400.00 Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $94,180.00 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $73,096.00 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $119,476.00	LCFF Suppl/Conc -- 0707 $3800.00 Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $107,912.00 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $83,010.00 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $141,116.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	their identified EL learners and their progress.		
3. Resources a. Purchase materials to support AVID implementation, UoS, new Science curriculum, ELD, Collaboration for Grade Level Teams, and technology, including print material, web-based supplemental materials, and manipulatives b. Supplemental ELA/ELD and Mathematics materials	Resources 3a. The district provided materials and supplies for AVID, and Twig Science. Many of the additional resources needed were minimal as the ESSER funding assisted with many purchases. UoS were not implemented this year as grade levels focused on the curriculum pacing guides. 3b. Some supplemental mathematics manipulatives were purchased to assist the Math Support Teacher with developing the program to begin implementation.	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5700.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $479.00	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2465.00 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $479.00
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)	EL Support 4a. Two Bilingual Language Tutors (3 hours) supported ELD instruction for twenty minutes in Kindergarten and First grade and thirty minutes in Second through Sixth grades daily. The BLTs also assisted in the administration of the ELPAC assessment.	Bilingual Language Tutors (2 @ 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $27,340.00 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $2000.00	Bilingual Language Tutors (2 @ 3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $30,884 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $2600.00
5. Preschool Transition to TK/Kindergarten a. Transitional K/Kindergarten Orientation: The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program.	Preschool Transition to TK/Kindergarten 5a. Parents were provided with the information for the Transitional Kindergarten through the district parent center upon registration. Site teachers at Granite Hill prepared a few		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. b. Preschool to Kindergarten Transition opportunities provided: Preschool to Kindergarten transition meetings. c. Kindergarten parent meeting provided prior to the beginning of the school year to help students transition to the routines of the school, become familiar with the site, faculty and staff members they will be interacting with. d. Coordinate with JUSD Preschool department regarding needs of documents to ensure a smooth transition from Preschool sites in JUSD to Granite Hill Elementary and adhere to any needs possible. e. Kindergarten Readiness Workshop made available for students that did not participate in a preschool program via JUSD Parent Involvement and Community Outreach department.	developmental activity packets for families to provide upon request or interest. 5b. Staff participated in transition meetings from Preschool to TK/K as needed. This year there were multiple students with IEP meetings that needed to be attended to support parents with all program options. 5c. Due to time constraints and the school calendar, the Kindergarten parent meeting did not occur prior to the beginning of the school year. Parents met teachers on the first day of school and a Back to School night that happened two weeks after school started. 5d. Staff collaborated to ensure a smooth transition of documents and were made aware of particular student needs. 5e. A Kindergarten Readiness Workshop did not take place this year for GH students. JUSD PICO continued to offer services for families.		
6. Communication Enhancement Program a. The Communication Enhancement Program (CEP) at Granite Hill is designed to provide voice, fluency and/or articulation skill enrichment. CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the	Communication Enhancement Program 6a. The CEP program has serviced students throughout the 2022-2023 school year. Three students exited as they completed the requirements. Currently, there is one student that is receiving services.		

need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

Analysis

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

Granite Hill utilizes AVID strategies throughout every grade level and focuses on note taking and close reading strategies. Students also use organizational tools to organize thoughts, materials, and time. The campus is focused on college and career pathways and is providing student opportunities to explore those options. Four teachers attended AVID Summer Institute and applied new instructional strategies into their classrooms. Small group guided reading instructional strategies are also being consistently implemented. Literacy Support teachers identify skills that students need and assist them within the classroom setting. Student groups are fluid and based on reading fluency and comprehension strategies. A Math Support teacher has been servicing students to develop math competency with fact fluency and concepts.

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

Teachers continue to use the Ellevation platform to locate resources and tools to support EL students during the designated ELD time. Bilingual language tutors were hired and are supporting classroom teachers for 20 minutes in Kindergarten and 30 minutes grades 1-6 daily. ELD support is provided throughout the day during integrated content areas. Students have available reading books in the library in their primary language to help build literacy skills and identify with their family background. GATE students are identified and participate in classroom based activities to focus on enrichment and STEAM curriculum.

NWEA continued to be administered three times throughout the year for ELA and Math to measure student progress. Students that scored Average/High Average (Proficient/Advanced) were included in the data. This was the first year that we could examine data from the previous year to compare growth. Data was used to form groups for Extended Learning Opportunities (ELO) to work on practicing skills for CA standards. Teachers had two extended sessions of ELO throughout the year and grouping of students were based on specific foundational skills needed.

Leadership and grade level teams examined the assessment data and selected the area of Writing as an identified need for improvement. Professional Development has been centered around writing this year and teachers from second, third, fourth, and sixth grades are collaborating with the Riverside County of Education to create a consistent school-wide writing program to benefit student achievement. This work will continue into the next school year and will include TK/Kinder, first, and fifth grades. Grade level teams have implemented the district adopted Second Step curriculum to address social-emotional needs. Many teachers have participated in district trainings on how to address Trauma Informed Practices to learn new instructional strategies.

Supplies to address learning loss were supplied by the district through ESSER funds that enable site budgets to be open to allocation for needs in other areas. Teachers were able to have additional funds to supplement classroom materials to purchase manipulatives, additional reading materials, organizational tools, science experiment materials and other items to support student achievement.

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

Grade level teams focused on evaluating student achievement and set success criteria for students to gauge their own learning progress. Grade level teams collaborated and used data from NWEA benchmarks to determine instructional practices needed to reinforce skills or what areas of strength were noted. Certificated resident substitutes provided additional instruction to student groups on days that they were not assigned to classrooms. This allowed more opportunities for small group instruction and individualized student attention. BLT support was consistent for the English Language learners. Students within the intervention groups were monitored and were observed to make great progress in their reading fluency and comprehension. Students on Individualized Education Programs were noted to make improvements on their goals and showed growth in their grade level general education classes.

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

The largest material difference between the Proposed Expenditures and the Estimated Actual Expenditures is reflected in the allocation of certificated release time for grade level collaboration. We utilized our district certificated resident substitutes to cover for designated full day collaboration time. With the additional funding allocations from ESSER funds as well as a district funded Professional Development budget, the site budget was not impacted as in previous years leaving more money in our LCFF budget. The recent increase in salaries and health and welfare benefits for all JUSD employees had an impact on the Title 1 budget thus causing a deficit. Allocation for school supplies and materials to support AVID initiatives were purchased by the district allowing the site to keep funds to use for other purposes. The ELO (after school extended learning opportunity for students) program was funded by the district as well to support student achievement.

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

A larger team of teachers (8) will be attending AVID Summer Institute in 2023. New Mathematics and Social Science curriculum will be implemented in 2023-24 creating a need for further professional development for staff to learn of new resources and material in the adopted programs. For the next school year, LSTs and the MST will collaborate with TK/Kindergarten teachers to offer intervention support for the expansion of full day instruction. Classified staff (instructional aides) will need additional training to learn strategies to support our TK students who will be coming to school at a younger age. New BLTs and Instructional Aides will also need support with guided reading strategies. More emphasis on equitable practices will be discussed during staff meetings as well as a team of teachers will attend Excellence through Equity Conference in the Fall of 2023 to share out new strategies to implement to make our site program more inclusive to everyone.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate:	Expected outcome for 2022-23: Maintain or increase attendance rate by 3% as depicted in the end of the year attendance report.	The Cumulative Attendance Percentage rate for 2022-23 as of April 2023 is 91.87%. This is a 0.62% gain so we did not meet the set goal. Intensive incentives have been put in place to boost attendance; however, there have been a lot of factors that have inhibited students from being consistent with coming to school.
P5 Chronic Absenteeism rate:	Goal: Reduce Chronic Absenteeism rate for by 0.5% Maintain rate exceeding District/County/State percentages	The CA Dashboard shows a 34% Chronic Abseentism rate. This is a 1.5% increase from the previous year. It is higher than normal due to the lingering effects from the pandemic, flu, and other illnesses. There is an intense effort to address the attendance issues.
P6 Pupil Suspension rate:	Goal: Maintain or Reduce Pupil Suspension Rate to remain below district average for suspension	For the 2022-23 school year, there were no suspensions. This is below the district average.
P6 Surveys of pupils, parents, teachers on sense of safety:(LCAP)	Expected outcome for 2022-23: Increase parent survey response and increase positive responses on survey results focusing on safe and order school practices by at least 4%.	LCAP/Panorama Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey. Only 2 parents completed the survey.
P6 Surveys of pupils, parents, teachers on sense of safety: (Panorama)	Expected outcome for 2022-23: Increase parent survey response and increase positive responses on survey results focusing on safe and order school practices by at least 5%.	LCAP/Panorama Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey. Only two parents completed the survey.

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. PBIS Resource materials 1a. PBIS Resource materials to support PBIS implementation on campus – instructional materials 1b. Funding to support PBIS incentive programs and attendance incentives in place – student t-shirts, prizes, medals, movies, certificates, games, stickers, printing costs for tickets and posters 1c. Meet monthly with activity supervisors to discuss current safety concerns, new routines or procedures, PBIS and to prepare for upcoming events. 1d. Continue to improve customer service in the office – provide extra compensation to provide a smooth transition into school, including preparation of library use for teachers and support. 1e. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program. 1f. Supervision of campus events- activity supervisors will monitor campus	PBIS/BSEL Resource Materials 1a. PBIS expectations were updated to reflect current needs and presented to all staff. Teachers were committed to teaching the skills and expectations focused on each area of the campus. The district supported the Social-Emotional Learning curriculum by providing Second Step which includes daily lesson components to address targeted skills to support mental and emotional health. 1b. Incentives were provided to students that earned PBIS/SEL tickets. Weekly raffles were instituted and students had the opportunity to participate in a schoolwide event each trimester. 1c. Monthly meetings with activity supervisors occurred during the first and second trimesters on a consistent basis to discuss safety concerns, SEL curriculum, and the PBIS expectations by locations. During the third trimester, there were not as many meetings scheduled due to the school assessment calendar and professional development trainings.	PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $1040.00	PBIS Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $676.00
		Activity Supervisor (2.75 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,544.00	Activity Supervisor (2.75 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $12,282.00
		Customer Service Improvement Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $750.00	Customer Service Improvement Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $230.00
		Classified Support Staff - Activity Supervisor Meetings/Trainings. Hourly release 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1750.00	Classified Support Staff - Activity Supervisor Meetings/Trainings. Hourly release 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $830.00
		Classified Support Staff: Activity Supervisors monitor campus events 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,250.00	Classified Support Staff: Activity Supervisors monitor campus events 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1347.00
		Materials and Supplies	Materials and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to ensure safety of students, staff, and families.	1d. Customer service trainings were offered by the district to support staff in building relationships with the community. Library EMCC was provided with extra time at the beginning of the school year to prepare the library. Parents had library availability with additional time outside the instructional day to check out reading materials for primary students or for Chromebook support. 1e. Intensive efforts were made to increase attendance. Incentives were offered for those that showed progress in daily attendance percentages.School-wide recognition was given for classrooms with the highest monthly attendance percentages. SART meetings occurred on a monthly basis by the school attendance team. Saturday school participation increased based upon these efforts and family meetings. 1f. Campus events had additional supervision with classified staff members (activity supervisors, instructional aides, BLTs, or clerical staff) when needed.	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4500.00	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1065.00
2. Health Care Aide (HCA) 2a. Health Care Aide (HCA) to support health services and parent communications 2b. Continue to provide in-services for staff and students regarding PE	2. Health Care Aide (HCA) 2a. The HCA was scheduled for three hours daily. An additional three hours were provided by the district to support students.	Classified, hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000.00 Health Care Aide 3.0 Hour (1.0)	Classified, hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $130.00 Health Care Aide 3.0 Hour (1.0)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
activities and Playground Safety practices. Implementation of lunch clubs/teams (intramural sports) 2c. 100 Mile Club support (t-shirts, incentives, etc)	2b. Staff members were on the playground interacting with students in game-based activities. However, lunch intramural sports did not occur this year. Teachers developed their own Book Clubs, Science club, and Yoga strategies throughout the year. Students went through several assemblies and classroom talks regarding playground safety practices. Staff in charge of supervision of students attended meetings to remind of safety protocols. 2c. The district supported the 100-Mile Club initiative and provided all incentives for students.	2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $22,442 Student incentives-100 Mile Club 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $400.00	2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $23,310 Student incentives-100 Mile Club 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
3. Safety Coordinator and Administrative Designee 3a. Work with the Safety Coordinator and Administrative Designee to improve and revise the school disaster/safety plan according to district mandates and protocols, and site-specific needs. 3b. Purchase materials as needed to support the development of our site safety plan	3. Safety Coordinator and Administrative Designee 3a. The school site Comprehensive Safety Plan is reviewed by the Safety Coordinator, Administrator, and TSA-Administrative Support each trimester to update with new trainings, protocols, and disaster drill logs. Site specific needs were addressed with activity supervisors and the site leadership team. 3b. The district provided many materials for emergency disasters: first aid supplies, water, portable hygiene supplies, and tools to use for search and rescue. There were no purchases made by the site due to this district support.	Teacher, hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1177.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3250.00	Teacher, hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $430.00 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $182.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

Many strategies at Granite Hill have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. An Attendance Team has been established to support monthly SART meetings to work with families to provide resources and to ensure that students come to class and not miss instruction. Students that need an extended absence for medical reasons are offered Independent Study contracts to support average daily attendance rates and keep up with class assignments. Trimester Achievement awards were presented to recognize students that continue to SOAR (show respect, take ownership, act safely, and were demonstrating responsibility). These efforts were part of the PBIS/SEL plan. The PBIS/SEL team continued to support teachers with daily lessons, slides, resources to utilize during mandated Morning Meetings to address social-emotional learning. Students were offered extra incentives each trimester if they modeled school expectations (raffles for movie items, art supplies, extra recess or PE time, and assemblies such as magic show, glow-in-the-dark dance,and a luau party). Parent support was provided in the office by the EMCC and other staff to assist with technology support in accessing platforms such as Parent Connect as well as registration for annual information updates and LCAP surveys. Digital citizenship lessons were also taught in the classroom to ensure that students were acting safely with the district issued technology tools and warned of potential safety concerns with on-line interactions. Student participation in the Band program has increased impacting positive student engagement.
The Student Success Team collaborated with families to support students and implement intervention strategies (academic and behavior) consistently throughout the school year. Behavioral health support was provided through the use of the site psychologist as well as with JUSD's PICO office to support strategies with students dealing with trauma and social-emotional needs. The Health Clerk Aide hours were extended to assist with the volume of students who were ill or needed additional health resources from PICO. Morning messages are given by student council members to report on daily events and to offer positive thoughts to begin the day. Many teachers participated in Saturday School to provide engaging activities to provide our students. Incentives were increased with the purpose of motivating more students to attend Saturday School.
Several students were trained in-person by RCOE to become peer mediators and have been assisting students with conflict mediation on the playground. They have also helped to identify students that appear lonely/withdrawn and have been instrumental in offering to play with them or just sit and talk to build friendships. Regular monthly disaster drills are planned and implemented so that students and staff are prepared in the event of an emergency. Staff completed all mandatory Keenan SafeSchools trainings as well as Surviving Active Assailant Training.

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

Despite attendance challenges, Granite Hill worked with parents to improve student attendance. Many students are continuing to miss out on the Morning Meetings due to tardiness. The Student Success Team added additional students to the schedule based on the high needs of our students to offer accommodations they need to be successful. Between the SST and the SART meetings, there has been a slight improvement (0.62%) in overall attendance percentages from the previous year. Students are receiving more PBIS/SEL supports with the extra concentration on morning meetings and the use of Second Step curriculum. This has led to a decline of the number of office referrals for discipline. Vision to Learn was implemented at Granite Hill allowing for all students to be given a free eye examination and provided free glasses to those in need. Neighborhood Dental Health was also contracted by the district to allow students access to dental care.

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

District provided the site with emergency preparedness supplies that eliminated the need for site purchases. Use of the district assigned certificated resident subs allowed for the Safety Coordinator to conduct meetings, work on safety plan, and present to parent groups without being a cost to the site budget. Health Care Aide salary increased due to the recent JUSD employee raise thus causing more to be allocated in that area.

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.

An increase in Activity Supervisors to provide adequate playground monitoring will need to be looked at in depth for the upcoming school year along with purposeful training to review PBIS/SEL components and conflict-management/de-escalation strategies. With the expansion of TK/Kindergarten to include a full day program, additional hours will need to be added to supervisor schedules to accommodate extra lunch schedules. Continued incentives for student engagement and motivation to attend school will be examined for new options. Student clubs will be revisited to see how they can be sustained throughout the year with supplies and teacher/staff participation. The Leadership team will have release time to address identified areas of support to proactively plan to meet the diverse needs of our students.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	2022-23 Expected Outcome: There will be an increase of at least 5% of parents indicating that they were well informed of school and classroom activities and that they were involved in decision making opportunities for the school site.	LCAP/Panorama Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey.
P5 Student Engagement	2022-23 Expected Outcome: There will be an increase of at least 5% of students indicating that they felt welcomed at the school and have a positive learning environment. Many this year felt detached with distance learning. Maintaining staff percentage or increase by 2% of those who felt overall climate of school site was welcoming and that they are part of a collaborative culture.	The previous year indicated 60% of students felt a positive sense of belonging. This year the results showed 61% for students in grades 3-5. Staff percentage of feeling that the overall climate of the school site was positive was 67% (a 3% increase from previous year). Only 11 responses were submitted out of the entire staff.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	2022-23 Expected Outcome: There will be an increase of at least 5% of parents indicating that they felt welcomed at the school site and satisfied with instruction. There was a strong indication that many families were not satisfied with distance learning and wanted to return to full time in-person.	LCAP/Panorama Parent/Family Survey: A report was not able to be generated due to low participation rate in the survey. Only two parents completed the survey.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	CHKS: anticipated outcome to increase student responses by 5%. No data results are available at this time.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Parent Engagement 1a. Site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, digital citizenship) Meetings may also be held virtually by Zoom/Google Meets as well as in-person to accommodate additional participants if necessary. EL parents will be invited for additional trainings regarding ELD instruction, ELPAC testing, and primary language materials. 1b. Parent center/areas will be available to support parent communication. (Computer, printer, library access, resources) 1c. All parents and staff will have leadership opportunities through advisory committees (i.e., ELAC, SSC, parent groups) 1d. Provide translation, refreshments, and childcare for all parent engagement opportunities	Parent Engagement 1a. Parent Workshops were conducted through ELAC on community resources, digital citizenship, and Ellevation resources. 1b. The library is designated as our parent center area and was available outside of instructional hours for families to come check out reading materials, receive Chromebook assistance, purchase insurance, and prepare for upcoming school events. 1c. Advisory committees were formed and met several times throughout the year: ELAC, SSC, and parent groups were organized to support planning/preparing/monitoring school activities. 1d. All parent engagement opportunities included refreshments, translated materials, and childcare if needed. 1e. There were no additional parent support materials for parent outreach projects provided this year.	Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $574.00 Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $850.00 Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $950.00 Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $800.00 Classified Hourly (translation-parent conferences, meetings after contract hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1755.00 Parent Support Materials 4000-4999: Books And Supplies	Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $217.00 Parent Meeting Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Classified Hourly- Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $225.00 Parent Support Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Classified Hourly (translation-parent conferences, meetings after contract hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1325.00 Parent Support Materials 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1e. Parent support materials for parent outreach 1f. Materials and refreshments for Parent Night activities such as - Book Fair, Trunk-N-Treat Carnival, Father Daughter Dance, Mother Son Game Night, Family Walk, Talent Show events 1g. Translator Clerk Typist to translate materials, parent meetings and be available for translation for parents as needed	1f. Parent Night Activities were promoted: Family Walk opportunities to support 100-Mile Club, Read Across the World event, Band Concerts, Family Dance, and Trunk-n-Treat. 1g. Translator Clerk Typist provided translation for parents for parent conferences, IEP/SST/SART meetings, and administrative meetings with families. All school communications are provided in both languages (English and Spanish) to support parent comprehension.	Title I Basic -- 3010 $488.00 Parent Training: Site Based 4000-4999: Books And Supplies Title III LEP -- 4203 $200.00	Title I Basic -- 3010 $126.00 Parent Training: Site Based 4000-4999: Books And Supplies Title III LEP -- 4203 $0
2. School Connectedness 2a. Monthly office meetings to discuss customer service ideas, welcoming environment, and parent involvement events. (planning childcare, refreshments, etc.) 2b. Parent access to technology and resources in the library before school, lunch, and extended afternoon hours. 2c. Use Social Media to build school culture and community buy-in. 2d. Student clubs will be supported to increase student engagement at school	School Connectedness 2a. Clerical staff met with administrator to promote customer service practices, and provide input on how to promote parent involvement. 2b. Parent access to technology to complete Annual Information Updates, pay outstanding fines, check Parent Connect accounts, and purchase insurance is available before and after school as well as designated lunch time frames. 2c. Social Media (Facebook,Instagram) is used to help promote school events and build community support. Parents also monitor the Class DoJo platform to stay updated on current activities and communication.	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $850.00 Teacher-Certificated Hourly (after school clubs-ELO) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $11400.00 Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1087.00 Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $58,041	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $430.00 Teacher-Certificated Hourly (after school clubs-ELO) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1650.00 Parent Support Materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $0 Salary, Clerk EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $58,041

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
	2d. Teachers began a few clubs on campus but for limited times. A book club, Yoga strategies, and Science club were offered for third and fourth grades throughout the year.		

Analysis

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

Parent outreach and communications continued through the use of Parent Square, Class DoJo, social media platforms, PeachJar, written communications in primary home language, and direct phone calls. Office staff continue to notify parents of school events as well as needed documentation to support administration of district surveys, school efforts, and district initiatives. Many school activities have produced high parent participation. There were an increased number of school wide events that families appreciated. The site held monthly parent group meetings to plan upcoming events, or to conduct required meetings to support our ELAC, SSC, SPED, and GATE parents. Childcare was offered for families but was rarely taken advantage of. More resource books and reading materials were purchased related to culturally responsive teaching to reflect the diversity of our school community.

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

Parent meeting attendance was very high for parent-teacher conferences. School events had a large parent/family presence supporting students and the activities. For organized meetings such as ELAC, SSC, GATE, and Special Education IEP meetings, general parent participation is low. A definite need is to include families in more academic and decision making opportunities to provide input into the school's functions.

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

The most recognizable difference between the Proposed Expenditures and the Estimated Actual Expenditures was the district funding support of our after-school ELO program. This greatly impacted the site budget in a positive way by providing staffing to support student achievement with an extended program lasting throughout the year. This will continue through the next school year.

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

Parent participation in the Panorama survey was very low during this last administration. Parents were asked to complete a different school needs assessment just prior to the Panorama survey and there was a higher participation rate. For the following year, spacing between the required surveys will be examined to provide families more time to respond and provide accurate feedback. Granite Hill is working on becoming an identified Community School that has the goal of providing more parent outreach support and engagement opportunities to connect with the community.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	128,975
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	514,811.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	123,370	0.00
Title I Parent Involvement -- 3010 1902	1,851	0.00
Title III LEP -- 4203	3,754	0.00
LCFF Suppl/Conc -- 0707	120,750	0.00
LCFF District -- 500 0707	265,086	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	265,086.00
LCFF Suppl/Conc -- 0707	120,750.00
Title I Basic -- 3010	123,370.00
Title I Parent Involvement -- 3010 1902	1,851.00
Title III LEP -- 4203	3,754.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	336,573.00
2000-2999: Classified Personnel Salaries	142,211.00
4000-4999: Books And Supplies	28,313.00
5000-5999: Services And Other Operating Expenditures	7,714.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	178,257.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	86,829.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	42,128.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	50,678.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	20,230.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,714.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	116,188.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	950.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,232.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,851.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,754.00

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
Cynthia Clements	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
Elideth Guerrero	English Learner Advisory Committee
I. Zacarias	Special Education Advisory Committee
Hensley	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2023.

Attested:

Tammy Patterson	Principal, Tammy Patterson on May 15, 2023
Cindi Carvo	SSC Chairperson, Cindi Carvo on May 15, 2023

Addendum

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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