



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Elementary School	19-64980-6022560	October 15, 2019	

## 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)

We do not receive Title I funding.

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.

This plan has been created to align with the Santa Monica-Malibu Unified School District's LCAP and reflects multiple foci in academic, social, and emotional areas of need as determined by multiple measures including state and local assessments, surveys, and observation. The desired outcomes from implementing the plan is a diminishing of the achievement gap; higher percentages of students who are proficient in ELA and Math; higher rates of reclassification for EL students; greater equity in opportunity to access the curriculum and school programs; and a strengthening of student social and emotional health. Additionally, students will be ready for the next phase of their educational journey and ultimately be ready for college and/or career.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, teacher and student surveys are distributed annually to gather data regarding the climate and safety of the school. Through these various measures, Grant School will continue to foster a climate that advances access and equity to all students and their families. The surveys that have been administered to students during the 2018-2019 school year are the California Healthy Kids Survey, WestEd School Climate Survey, and the OLWEUS anti-bullying survey. Parents and teachers had the opportunity to complete a WestEd School Climate survey.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administration, as well as support staff (i.e., Literacy Coach, Literacy and Language Interventionist), observe instruction in classrooms daily. Observation data, as well as discussions with educators and staff, are used to inform and differentiate instruction to better meet the needs of all students in the Grant School community. Teachers are evaluated by Administrators annually, biannually, or every five years depending on their permanent employee status. In addition, Grant Professional Learning Communities (PLCs) are given the opportunity to engage in vertical articulation and to observe their colleagues so as to assist the effort in supporting the commonalities across the instructional program from Preschool through fifth-grade.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Assessments are given to students in grades K - 5 on a quarterly basis. The results from these assessments are used as lead data to inform the instructional program and to focus instructional strategies for individual students. Students in grades 3 - 5 are assessed utilizing the California Assessment for Student Progress and Proficiency (CAASPP) each Spring. Educators analyze this lag data to inform the School Implementation Plan (SIP) and to target areas of whole school academic improvement. The data from the 2018 - 2019 school year was used by the School Leadership Team (SLT), along with certificated and classified staff members to collaboratively develop the School Implementation Plan for the 2019 - 2020 school year (attached). This document includes goals and evidence-based instructional strategies and action plans to improve student achievement, reduce the achievement gap, and foster community engagement. The SIP is contained within the School Plan for Student Achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from state, district, and PLC-generated assessments are used to inform instruction and develop programs to meet the needs of all students. To gain important student progress data, Grant utilizes Fountas and Pinnell Reading Assessment, Benchmark Advance, Teachers' College Reading and Writing Workshop & Running Records, FastBridge Assessments, CAASPP, and KPALS. This data is analyzed by the teachers to inform instruction, group students for targeted remediation in the classroom, and to implement Tier II programs that will benefit students academic growth. Teachers work in Professional Learning Communities (grade-level, mixed grades, and whole school) to create instructional plans based on identified student need.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff have met the requirements for ESEA and are highly qualified. Teachers are fully credentialed and have supplemental authorizations to teach second language learners (CLAD, BCLAD).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Grant School is fully-staffed with credentialed teachers for all grade levels, including special education. Teachers are given multiple opportunities for professional development in the adopted language arts and mathematics curricula, NGSS, Cognitively Guided Instruction (CGI), social-emotional learning (Responsive Classroom), Restorative Justice practices, and Social Justice standards. Teachers engage in professional learning opportunities offered by the school district in the Summer (multi-day training), throughout the school year (full-day training), and once per month during Bank Time.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials, professional development focused on the locally-adapted, standards-aligned ELA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained in using and accessing data from the student information system and other assessment tools. Teachers and administrative staff are provided ongoing professional development in the areas of Language Arts, Mathematics, Cognitively Guided Instruction (CGI), strategies for instructing English Language Learners and Neuro-diverse students, NGSS, Social Justice Standards, Restorative practices, OLWEUS anti-bullying program, Responsive Classroom, and Sustainability.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Grant School staff includes one 80% Literacy and Language Interventionist and one full-time Literacy Coach. In addition, support is provided to teachers from colleagues who have been trained as Math leaders and the school's special needs teachers provide ongoing training and advice to teachers with Neuro-diverse students in their classroom. The school district provides guidance and training from coordinator and director-level staff in the areas of ELA, Math, and Special Education. Grant School employs one full-time school psychologist, two full-time Specialized Academic Instruction teachers, and two full-time Social Skills teachers, all of whom provide input into the instructional and behavioral program of our Neurodiverse students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided time weekly to meet in their grade-level Professional Learning Communities (PLCs) to discuss the instructional needs of students. In addition, the staff engages in cross-grade level vertical articulation during Friday morning bank time. Teachers also utilize common planning time during PE and Music classes.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adapted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.



Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as required by the California Department of Education: Kindergarten: 36,000 minutes; Grades 1–3: 50,400; and Grades 4–5: 54,000 minutes. In addition, core subjects are taught to students for the district recommended amount of time each week. This time is protected time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers adhere to the pacing guides and schedules provided by the District. Additionally, teachers plan with colleagues to ensure that instructional minutes are met while providing time for intervention, remediation, and extension. Administration allocates a portion of the school budget to provide intervention courses for the school's EL students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with the California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use the most current, district adopted curriculum for Language Arts, Mathematics, Science, Social Science and Physical Education as well. Intervention materials (i.e. SIPPS, E3D) are used for students based on acquired data. All students have text books available. Grant School has created a Literacy Center coordinated and run by the Literacy Coach which houses Leveled Literacy Intervention Kits, Teachers College Readers and Writers Workshop Units of Study, Teachers College Phonics Units, and the school purchases licenses for Lexia and Freckle.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Staff utilize assessment data to qualify students for Tier II and Tier III interventions. Grant School provides a robust special education program for our Neurodiverse students which accounts for students to remain in the Least Restrictive Environment. In addition, struggling Kindergarten and first-grade readers participate in the KPALs program; struggling second-grade students engage in the SIPPS Reading Intervention program; and LTEL students participate in a pull-out program utilizing the English 3D program. Grant School also offers to EL students a before-school program that utilizes the standards-based Academic Vocabulary Toolkit curriculum.

Evidence-based educational practices to raise student achievement

Teachers use research-based instructional strategies and standards-based curriculum to meet the needs of students and increase achievement. These include CGI, Readers' and Writers' Workshop, Responsive Classroom, Restorative Justice practices.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources to assist under-achieving students include parent-raised funds through the PTA and Education Foundation and local charities, materials, supplies, basic necessities, and volunteer time. Instructional materials, supplemental in-school support classes, and support outside of the regular school day are offered to students and families by the school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are encouraged to participate in their child's education through the School Site Council, English Learner Advisory Committee (ELAC), Parent-Teacher Association, the Santa Monica Education Foundation, Grant School Special Education Parent Support Group, parent education nights, school and district committees, and School Smarts classes. Parent Liaisons greatly assist the school's efforts in various areas and activities. In addition, parents are encouraged to volunteer regularly in the classroom and at school-wide events.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A portion of the Literacy and Language Interventionist salary is funded through Title III funding. This educator serves the school's English Learner population as well as struggling readers in the primary grades.

## Fiscal support (EPC)

Fiscal support in the way of the Education Foundation Stretch Grant, State Lottery funds, Permit revenue, Gifts, and Equity Funds are used to develop and refine programs to meet the needs of all students.

# **Stakeholder Involvement**

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

## **Involvement Process for the SPSA and Annual Review and Update**

The Grant School School Leadership Team (SLT), School Site Council (SSC), English Language Advisory Committee (ELAC), and District Leadership Team (DLT) have all reviewed performance data and climate surveys throughout the 2018-2019 and 2019-2020 school years. Each of the groups, with the exception of the DLT, have provided input in the creation of the school's goals and this plan.

The Grant School Site Council met on the following dates during the 2018-2019 school year:

- Wednesday, November 14, 2018
- Wednesday, December 12, 2018
- Wednesday, January 16, 2019
- Wednesday, February 13, 2019
- Wednesday, March 13, 2019
- Wednesday, May 1, 2019
- Wednesday, May 29, 2019

The Grant School ELAC met on the following dates during the 2018-2019 school year:

- Wednesday, September 5, 2018
- Wednesday, October 3, 2018
- Wednesday, November 7, 2018
- Wednesday, December 5, 2018
- Wednesday, January 16, 2019
- Wednesday, February 6, 2019
- Wednesday, March 6, 2019
- Wednesday, May 15, 2019
- Wednesday, June 5, 2019

The Grant School Site Council will meet on the following dates during the 2019-2020 school year:

- Wednesday, September 18, 2019
- Wednesday, October 16, 2019
- Wednesday, November 20, 2019
- Wednesday, December 18, 2019
- Wednesday, January 15, 2020
- Wednesday, February 19, 2020
- Wednesday, March 18, 2020

- Wednesday, April 15, 2020
- Wednesday, May 20, 2020

The Grant ELAC will meet on the following dates during the 2019-2020 school year:

- Wednesday, September 4, 2019
- Wednesday, October 16, 2019
- Wednesday, November 6, 2019
- Wednesday, February 5, 2020
- Wednesday, March 4, 2020
- Wednesday, April 1, 2020
- Wednesday, May 6, 2020

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.17%	%	2	1	
African American	10.1%	10.40%	10.99%	63	63	63
Asian	5.9%	6.27%	6.46%	37	38	37
Filipino	1.0%	1.16%	1.22%	6	7	7
Hispanic/Latino	31.8%	29.37%	29.67%	199	178	170
Pacific Islander	%	%	%			
White	45.3%	47.19%	46.6%	283	286	267
Multiple/No Response	0.3%	0.17%	0.35%	2	1	2
Total Enrollment				625	606	573

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	118	116	108
Grade 1	90	100	96
Grade 2	91	93	99
Grade3	96	85	92
Grade 4	114	98	83
Grade 5	116	114	95
Total Enrollment	625	606	573

### Conclusions based on this data:

1. Grant School's enrollment numbers have declined very slightly over the last couple of years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	52	50	55	8.3%	8.3%	9.6%
Fluent English Proficient (FEP)	68	65	65	10.9%	10.7%	11.3%
Reclassified Fluent English Proficient (RFEP)	5	3	4	9.4%	5.8%	8.0%

### Conclusions based on this data:

1. Grant School's English Learner population has remained steady although has increased by 1.3 percentage points throughout the last three years. EL students represent 9.6% of the total population at Grant.
2. The number of FEPs has remained relatively unchanged over a three-year period. The number of FEPs has ticked up slightly, though, as a result of the intervention programs, such as the Academic Vocabulary Toolkit classes, offered at Grant.
3. While the total number of RFEPs is small at Grant, the number has dropped from 2016 - 2018.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	83	93	94	82	90	94	82	91	97.9	98.8	96.8
Grade 4	109	95	85	106	93	84	106	93	84	97.2	97.9	98.8
Grade 5	118	109	92	117	104	91	117	104	91	99.2	95.4	98.9
All Grades	323	287	270	317	279	265	317	279	266	98.1	97.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2487.	2494.	2474.	53.19	57.32	47.78	20.21	25.61	24.44	14.89	10.98	16.67	11.70	6.10	11.11
Grade 4	2536.	2554.	2526.	55.66	65.59	51.19	20.75	15.05	26.19	6.60	11.83	9.52	16.98	7.53	13.10
Grade 5	2560.	2568.	2581.	47.01	46.15	52.75	23.08	30.77	31.87	21.37	9.62	6.59	8.55	13.46	8.79
All Grades	N/A	N/A	N/A	51.74	55.91	50.57	21.45	24.01	27.55	14.51	10.75	10.94	12.30	9.32	10.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.32	46.34	46.67	28.72	43.90	40.00	15.96	9.76	13.33
Grade 4	56.60	55.91	60.71	30.19	34.41	32.14	13.21	9.68	7.14
Grade 5	45.30	51.92	52.75	45.30	34.62	40.66	9.40	13.46	6.59
All Grades	52.05	51.61	53.21	35.33	37.28	37.74	12.62	11.11	9.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.13	50.00	32.22	36.17	43.90	52.22	11.70	6.10	15.56
Grade 4	49.06	63.44	38.10	35.85	27.96	51.19	15.09	8.60	10.71
Grade 5	60.68	50.00	54.95	29.91	39.42	32.97	9.40	10.58	12.09
All Grades	54.26	54.48	41.89	33.75	36.92	45.28	11.99	8.60	12.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.43	41.46	40.00	51.06	52.44	51.11	8.51	6.10	8.89
Grade 4	45.28	46.24	40.48	45.28	49.46	53.57	9.43	4.30	5.95
Grade 5	40.17	45.19	40.66	51.28	44.23	51.65	8.55	10.58	7.69
All Grades	41.96	44.44	40.38	49.21	48.39	52.08	8.83	7.17	7.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.94	63.41	32.22	38.30	31.71	60.00	12.77	4.88	7.78
Grade 4	56.60	52.69	36.90	34.91	39.78	47.62	8.49	7.53	15.48
Grade 5	44.44	52.88	58.24	43.59	39.42	35.16	11.97	7.69	6.59
All Grades	49.84	55.91	42.64	39.12	37.28	47.55	11.04	6.81	9.81

#### Conclusions based on this data:

- The number of students in grades 3-5 has dropped over the three year period. Overall in ELA 80% of students met or exceeded the standard in 2017-2018 as measured by the CAASPP. In the 2018-2019 school year, students overall achievement in ELA as measured by the CAASPP has decreased by 2%.

Overall, 80% of students met or exceeded the standard in English/Language Arts in the 2017-2018 school year as measured by the CAASPP. In 2018 - 2019, the percentage of students who were above or at/near the standard in ELA was 78%. The data shows a decrease of 2% in the number of students who scored above and at/near the standard over a two-year period. When you disaggregate the data and look at cohort data rather than the overall percentage from each year, however, a slightly different picture appears. The following data is derived from analyzing cohort data, or looking at the same group of students from year to year:

2017 - 2018: ELA Grade 3: 84% of students met or exceeded the standard.  
2018 - 2019: ELA Grade 4: 77% of students met or exceeded the standard. This is a decrease of 7% by the same students over a two-year period.

2016 - 2017: ELA Grade 3: 75% of students met or exceeded the standard.  
2017 - 2018: ELA Grade 4: 80% of students met or exceeded the standard.  
2018 - 2019: ELA Grade 5: 85% of students met or exceeded the standard. This data shows an increase of 10% by the same students over a three-year period.
- Overall, 89% of students in grades 3-5 were above, at or near the standard in reading; 91.4% in writing; 93% in listening; 93% in Research/Inquiry as measured by the CAASPP.
- The increase in students having met or exceeded the standard is due in part to a school focus in Speaking and Listening strategies that were targeted towards ELs but in turn were beneficial to all learners. There has been a drop in student enrollment over the three-year period. Additionally, there has been an significant increase in students who are administered the CAASPP who are ELL and Neurodiverse or students with special needs. These student populations have demonstrated lower proficiency levels on the CAASPP than their non-EL and neurotypical peers.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	83	93	94	82	90	94	82	90	97.9	98.8	96.8
Grade 4	109	95	85	106	93	84	106	93	84	97.2	97.9	98.8
Grade 5	118	109	92	117	106	90	117	106	90	99.2	97.2	97.8
All Grades	323	287	270	317	281	264	317	281	264	98.1	97.9	97.8

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2484.	2494.	2465.	44.68	48.78	33.33	30.85	29.27	37.78	13.83	15.85	12.22	10.64	6.10	16.67
Grade 4	2539.	2548.	2536.	50.94	54.84	45.24	25.47	22.58	34.52	12.26	18.28	10.71	11.32	4.30	9.52
Grade 5	2568.	2564.	2565.	47.01	46.23	50.00	23.08	20.75	18.89	17.95	16.04	15.56	11.97	16.98	15.56
All Grades	N/A	N/A	N/A	47.63	49.82	42.80	26.18	23.84	30.30	14.83	16.73	12.88	11.36	9.61	14.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59.57	60.98	44.44	27.66	28.05	33.33	12.77	10.98	22.22
Grade 4	61.32	67.74	61.90	22.64	17.20	23.81	16.04	15.05	14.29
Grade 5	51.28	57.55	56.67	27.35	21.70	23.33	21.37	20.75	20.00
All Grades	57.10	61.92	54.17	25.87	22.06	26.89	17.03	16.01	18.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.13	62.20	43.33	38.30	30.49	41.11	9.57	7.32	15.56
Grade 4	53.77	58.06	44.05	30.19	34.41	45.24	16.04	7.53	10.71
Grade 5	47.01	43.40	43.33	39.32	41.51	41.11	13.68	15.09	15.56
All Grades	50.79	53.74	43.56	35.96	35.94	42.42	13.25	10.32	14.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.13	65.85	43.33	40.43	29.27	42.22	7.45	4.88	14.44
Grade 4	59.43	60.22	53.57	23.58	33.33	34.52	16.98	6.45	11.90
Grade 5	46.15	44.34	45.56	37.61	39.62	40.00	16.24	16.04	14.44
All Grades	52.37	55.87	47.35	33.75	34.52	39.02	13.88	9.61	13.64

#### Conclusions based on this data:

- Overall 74% of students met or exceeded the standard in Mathematics in the 2017-2018 school year. The percentage of students who were above or at/near the standard in Mathematics was 73%. The data shows a decrease of 1% in the number of students who scored above and at/near the standard in the 2018-2019 school year. When you disaggregate the data and look at cohort data rather than the overall percentage from each year, however, a slightly different picture appears. The following data is derived from analyzing cohort data, or looking at the same group of students from year to year:

2017 - 2018: Math Grade 3: 79% of students met or exceeded the standard.  
2018 - 2019: Math Grade 4: 80% of students met or exceeded the standard. This is an increase of 1% by the same students over a two-year period.

2017 - 2018: Math Grade 4: 77% of students met or exceeded the standard.  
2018 - 2019: Math Grade 5: 69% of students met or exceeded the standard. This data shows a decrease of 8% by the same students over a two-year period.
- Overall, 84% of students were above, at or near the standard in Concepts & Procedures; 90% in Problem Solving & Modeling/Data Analysis; 90% in Communicating Reasoning. The Grant SLT analyzed the data and concluded that an area of focus will be to continue engaging students in number talks, develop math tasks and differentiated scaffolds/strategies to support ELs in communicating reasoning, and to develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships.
- There has been a drop in student enrollment over the three-year period. Additionally, there has been an significant increase in students who are administered the CAASPP who are ELL and Neurodiverse or students with special needs. These student populations have demonstrated lower proficiency levels on the CAASPP than their non-EL and neurotypical peers.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							50	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	64.00		24.00		*		*		50	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	74.00		*		*		*		50	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	36.00		38.00		*		*		50	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	74.00		22.00		*		50		



Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	82.00		*		*		50	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	42.00		42.00		*		50	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	46.00		48.00		*		50	

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	29.9%	8.3%	0.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	8.3%
Foster Youth	4	0.7%
Homeless	2	0.3%
Socioeconomically Disadvantaged	181	29.9%
Students with Disabilities	94	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	10.4%
American Indian	1	0.2%
Asian	38	6.3%
Filipino	7	1.2%
Hispanic	178	29.4%
Two or More Races	32	5.3%
White	286	47.2%






### Conclusions based on this data:

- Grant School is a diverse school with various race and ethnicity representation. The data in this chart does not reflect the 2018-2019 school year as the template did not provide for that data.
- Nearly 30% of Grant School students are Socioeconomically Disadvantaged. Grant School does not qualify for Title I funds despite this significant percentage.
- The EL population is a relatively low number as a total number of the student population. Currently, in 2019, the EL population is 9.6% of the total student population at Grant School.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. Achievement went up in both English/Language Arts and Mathematics from the 2016-2017 to the 2017-2018 school year. Scores decreased by 2% in ELA and 1% in Mathematics from the 2017-2018 to the 2018-2019 school year. These totals look at the overall student population but fail to disaggregate the data into cohort data.
2. Grant School does not have significant issues in Suspension and Chronic Absenteeism rates. This rate of chronic absenteeism decreased from the 2017-2018 to the 2018-2019 school year. There were zero student suspensions in the 2018 - 2019 school year.
3. Grant School's English Learner Progress does not register on the dashboard as a significant population. Data shows that Grant's small EL population's achievement has improved due to increased intervention programs, such as the Academic Vocabulary Toolkit classes, the implementation of evidence-based instructional strategies, and a greater emphasis on both integrated and designated instruction for EL students.

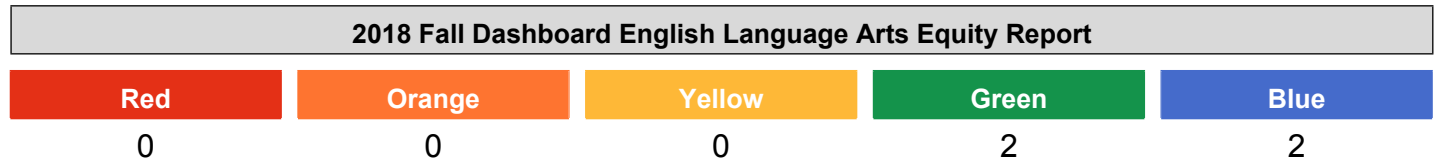
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 70.2 points above standard Increased 9 points 277 students	<b>English Learners</b>  No Performance Color 14.9 points above standard Increased 20.8 points 30 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Blue 22.7 points above standard Increased 21.1 points 93 students	<b>Students with Disabilities</b>  Green 3.6 points below standard Increased 19 points 58 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 19.6 points above standard Increased 3.9 points 27 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color 87.2 points above standard Declined -3.2 points 13 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Hispanic</b>  Green 23.6 points above standard Increased 12.9 points 90 students	<b>Two or More Races</b>  No Performance Color 74.4 points above standard Maintained -1.3 points 12 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 107.5 points above standard Increased 8.8 points 130 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 7.8 points above standard Increased 19.9 points 19 students	<b>Reclassified English Learners</b> 27.2 points above standard 11 students	<b>English Only</b> 77.4 points above standard Increased 9.1 points 221 students
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#### Conclusions based on this data:

1. The achievement gap between Hispanic and White students continues despite increased achievement by both subgroups.
2. The achievement gap between students with disabilities and neurotypical students persists. Upon analysis, this is due in large part to the varying learning needs of our neurodiverse students and the complicated nature of the CAASPP.
3. EL students made gains in achievement over the three-year reporting period. This is due to the increase of interventions offered to our EL students and the increased practice of integrated and designated instruction for EL students.

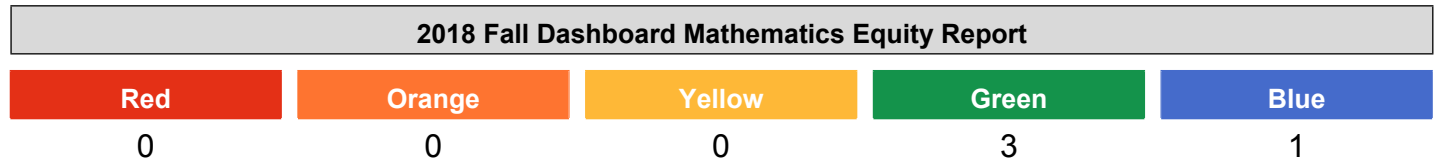
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 52.5 points above standard Increased 3.2 points 278 students	<b>English Learners</b>  No Performance Color 8.8 points below standard Increased 6.7 points 31 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 4.7 points above standard Increased 10.1 points 93 students	<b>Students with Disabilities</b>  Green 6.2 points below standard Increased 9.5 points 58 students



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 4.2 points above standard Declined -8 points 27 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color 75.4 points above standard Declined -15.3 points 14 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Hispanic</b>  Green 8.7 points above standard Increased 8.1 points 90 students	<b>Two or More Races</b>  No Performance Color 64.5 points above standard Increased 14.3 points 12 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 88.4 points above standard Increased 4.1 points 130 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 7.1 points below standard Increased 25.5 points 20 students	<b>Reclassified English Learners</b> 11.9 points below standard 11 students	<b>English Only</b> 60.5 points above standard Increased 4.6 points 221 students
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#### Conclusions based on this data:

1. The achievement gap between Hispanic and White students continues despite increased achievement by both subgroups.
2. The achievement gap between students with disabilities and neurotypical students persists.
3. EL students made gains in achievement over the three-year reporting period.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
50	64%	24%	6%	6%

### Conclusions based on this data:

1. A majority of Grant's ELs are Level 4-Well Developed with roughly a quarter of students at Level 3-Moderately Developed.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. There is no reported data that supports College and Career activities although the school did engage in this work.

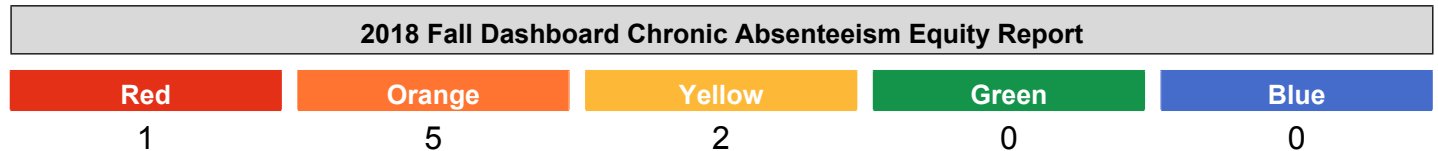
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 6.4% chronically absent Increased 1.9% 613 students	<b>English Learners</b>  Orange 9.3% chronically absent Increased 5.6% 54 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Socioeconomically Disadvantaged</b>  Red 10.5% chronically absent Increased 5% 200 students	<b>Students with Disabilities</b>  Orange 9% chronically absent Increased 3.2% 100 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Yellow 4.7% chronically absent Increased 1.6% 64 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Orange 9.8% chronically absent Increased 4.4% 41 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<b>Hispanic</b>  Orange 7.7% chronically absent Increased 2.2% 182 students	<b>Two or More Races</b>  Orange 12.1% chronically absent Increased 12.1% 33 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  Yellow 4.9% chronically absent Increased 0.7% 285 students

### Conclusions based on this data:

1. ELs, Socioeconomically Disadvantaged, and Students with Disabilities were more chronically absent than White and African American students.
2. Knowledge of the learning difficulties of these various subgroups suggests that language barriers, challenges at home, and difficulties arising from disabilities contributes to the number of chronically absent students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

### Conclusions based on this data:

1. There is no data as Grant School is an elementary school.



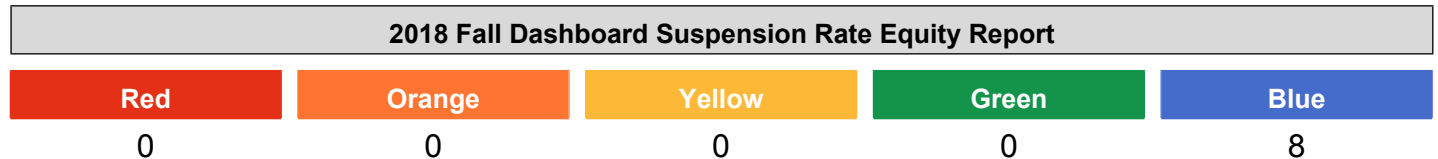
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0% suspended at least once Declined -0.3% 618 students	<b>English Learners</b>  Blue 0% suspended at least once Maintained 0% 54 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 5 students	<b>Socioeconomically Disadvantaged</b>  Blue 0% suspended at least once Declined -1% 204 students	<b>Students with Disabilities</b>  Blue 0% suspended at least once Declined -1% 102 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Blue 0% suspended at least once Declined -1.4% 66 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1 students	<b>Asian</b>  Blue 0% suspended at least once Maintained 0% 41 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7 students
<b>Hispanic</b>  Blue 0% suspended at least once Declined -0.5% 184 students	<b>Two or More Races</b>  Blue 0% suspended at least once Maintained 0% 33 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 0% suspended at least once Maintained 0% 286 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0.5% suspended at least once	0.3% suspended at least once	0% suspended at least once

#### Conclusions based on this data:

1. Suspension is not a remedy that is utilized at Grant School but in the most extreme cases and as dictated by law.
2. Grant did not suspend any students in the 2018-2019 school year. Instead, administrators and teachers utilized other methods of remediation including Restorative Practices and various social/emotional strategies and programs such as Responsive Classroom.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

## Goal 1

- ELA: Increase to 80% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP and local assessments
- Mathematics: Increase to 77% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP and local assessments
- Increase to 75% the number of students in grades K - 2 who score in the "low risk" category on the FastBridge Reading Assessment

## Identified Need

CAASPP data for the last two years shows that students made gains in ELA and Math CAASPP from 2016 - 2017 to the 2017 - 2018 school year. Additionally, EL students made progress during that time period. The percentage of students who met or exceeded the standard on the ELA and Math CAASPP remained static but EL students and Students with Disabilities proficiency rates declined. An analysis of the data shows that over twice as many EL students were assessed in the 2018 - 2019 school year than were the year before. Additionally, the number of SWD that were assessed was more than doubled from year to year. Staff disaggregated the data and analyzed the targets for each grade in ELA and Math and found that students across grade levels showed a deficit in their ability to analyze patterns and relationships. This will be a focus area throughout the school year. Additionally, Kindergarten through second-grade students scored in the "low risk" category on the FastBridge Reading Assessment. Staff will continue the work to assist primary students in decoding, reading fluency, and comprehension. The KPALs

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"><li>• Percent of students who have met or exceeded the standard as measured by CAASPP.</li><li>• Proficiency levels of students in grades K-2 as measured by the FastBridge Reading and Math assessments.</li></ul>	<ul style="list-style-type: none"><li>• 2018 - 2019: 78% of all students met or exceeded the standard in ELA as measured by the CAASPP.</li><li>• 2018 - 2019: 73% met or exceeded the standards in Mathematics as measured by the CAASPP.</li></ul>	<ul style="list-style-type: none"><li>• 2019 - 2020 expected outcome: ELA: 80% of all students will meet or exceed the standard as measured by the CAASPP.</li><li>• 2019 - 2020 expected outcome: Mathematics: 77% of all students will meet or exceed the standard as measured by the CAASPP.</li></ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<ul style="list-style-type: none"> <li>2019 - 2020 expected outcome: Students will increase their scale score by at least one point on school-wide writing and math common assessments.</li> </ul>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Grant School will:

- Continue to provide a Guaranteed Viable Curriculum and ensure that each student will have access to a highly effective teacher and access to the same content, knowledge, and skills.
- Ensure that all students have access to the same learning opportunities.
- Implement a new Project-Based Learning (Deep Learning) year-long activity for all students grades PK - 5.
- Provide Instructional Assistants equitably to classrooms to assist with supplemental instruction under the supervision of highly qualified teachers.

Teachers will:

- Continue to provide instruction utilizing the CCSS, district-adopted curriculum, evidence-based instructional strategies, and will engage in meaningful and relevant professional learning opportunities provided by the school, district, and outside agencies.
- Place a focus on teaching students to construct viable and valid arguments from evidence and critique the reasoning of others across academic and social settings.
- Engage in Professional Learning Communities, School Leadership Team, and the Deep Learning (Project-Based Learning) Year-long activities.
- Engage in regular grade-level meetings and engage in vertical and horizontal articulation with their colleagues.
- Focus on teaching students to construct viable and valid arguments from evidence and critique the reasoning of others across academic and social settings.
- Provide integrated and designated ELD
- Utilize thinking maps
- Engage in 5-minute mini-lessons on number talk before students engage in CGI problems.
- Provide explicit academic vocabulary instruction.
- Develop math tasks and differentiated scaffolds and strategies to support ELs in communicating their mathematical reasoning.

- Engage in an ongoing cycle of inquiry within teams.
- Develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships
- Utilize sentence frames
- Implement the Peer-Assisted Literacy Strategies (PALS) program for students in Kindergarten and First-grade.
- Plan, implement and evaluate interventions based on student needs.
- Analyze assessment data
- Collect and examine student work in Mathematics and writing through the lens of standards-aligned rubrics and SIP goals

**Students will:**

- Demonstrate growth toward proficiency in grade-level reading, writing, and Mathematics as measured by local assessments and other measures.
- Demonstrate growth toward closing the achievement gap in English/Language Arts and Mathematics as measured by local assessments and the CAASPP.
- Construct viable and valid arguments from evidence and critique the reasoning of others across academic and social settings.
- Increase by at least one point on school-wide writing and math common assessments.
- Commit to engaging in the learning process each day.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,720.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis
2,000.00	Parent-Teacher Association (PTA) None Specified PALS program materials for Kindergarten and First-Grade students and teachers
4,860.00	District Funded 1000-1999: Certificated Personnel Salaries SLT committee work to create school goals, analyze data, and develop best practices which that will assist in student achievement across all grade levels
152,404.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistants provide support to teachers in all curricular areas. Funds provided by Education Foundation.

7,500.00	Parent-Teacher Association (PTA) None Specified Implement year-long PBL Deep Learning activity for students in grades PK-5 utilizing the Growing Great garden curriculum and staff
1,500.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Provide two Lexia Lab IAs

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Site and District Professional Development - Staff will engage in professional learning opportunities focused on Teachers College Readers and Writers Workshop, NGSS, and CGI. Students will benefit from the teachers' increased specialization in all academic areas as a result of this professional training.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.00	Site Based Gifts and Donations 5000-5999: Services And Other Operating Expenditures Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide specialized programs training, off-campus learning excursions, and materials to staff - Training in Responsive Classroom, Social Justice Standards, Restorative Practices; standards-focused off-campus learning excursions; and books and media relating to these subjects all are expected to assist in the effort to achieve the goal.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
1,000.00	Site Formula Funds 4000-4999: Books And Supplies Deliver PD to staff, provide model lessons and support lesson studies and data team meetings
	Targeted PD in New State Standards, Balanced Literacy, and Close Reading
	Support vertical articulation
5,882.00	Parent-Teacher Association (PTA) None Specified Phonemic Awareness, TC Units of Study, and Reading assessment curriculum materials

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Educational Technology and Curriculum Integration - Educational technology programs will be used to meet the needs of diverse learners, which includes Freckle (Math/Social Studies), Lexia (Reading), Mystery Science (Science), Brain Pop (multiple subjects), SeeSaw (student engagement), FlipGrid (student engagement), and other educational apps. The use of these programs is expected to foster greater depth of knowledge and increase proficiency levels.

In addition, multiple technology hardware tools will be utilized in the class, including Chromebooks, iPads, SmartBoards, and desktop computers.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,333.00	Parent-Teacher Association (PTA) None Specified Purchase Lexia Site License
1,000.00	Parent-Teacher Association (PTA) None Specified Purchase Site License for Mystery Science
5,824.00	Parent-Teacher Association (PTA) None Specified

Purchase of Front Row Intervention (student licenses)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Classroom Observation by Administrators and Educators - Site administrators will conduct regular daily observations of the classrooms across grades to assess the efficacy of teaching practices and intervention strategies for underperforming students. These walkthroughs will also serve as a positive tool to gain information to share with educators as a support in the improvement of the instructional program.

Teachers will also be afforded an opportunity a couple of times per school year to observe their colleagues instruction and to collaborate on designing lessons. This practice is expected to benefit students by creating a cohesive instructional program that works towards the creation of common formative and summative assessments and achieving the school goals.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site leadership will conduct regular formal and informal observations of instruction in literacy and balanced literacy design

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Grades TK - 5

### Strategy/Activity

Science Technology Engineering Art and Math (STEAM):

- STEAM will be integrated throughout all content areas. Reading and Writing is a component of the science program which is implemented both in the pull-out program, the art classroom and in the general education classroom.
- Students will develop and demonstrate problem-solving skills and collaboration in science and engineering in both the pull-out program and in the general education classroom.
- Students in the fourth and fifth-grade will engage in a Blended Learning program which incorporates math concepts, writing technique, and critical thinking strategies. This program is expected to add to students' knowledge base and skills which will increase proficiency on the state and local assessments.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

35,000.00

Source(s)

Stretch Grant (Ed Foundation)  
2000-2999: Classified Personnel Salaries  
STAR Science Program

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide students with books, periodicals, and other media - These materials include informational text, fiction, and social issues. Staff will encourage students to utilize these materials which is expected to benefit students' literacy, math skills, and social/emotional development.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500.00

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Supplemental classroom instructional materials

1,400.00

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Supplemental core materials

3,000.00

Site Formula Funds  
4000-4999: Books And Supplies  
Supplemental core materials

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The strategies outlined in the 2018-2019 SPSA and SIP were implemented on time per internal goals and timelines. The strategies that were implemented were effective as measured by CAASPP and local assessments. While the percentage of students who met or exceeded the standard dipped very slightly, the disaggregated data shows that there were gains in various cohorts and subgroups, including EL students who increased 3% on the ELA CAASPP from 2017 to 2018 despite the number of students that were assessed doubling.

An analysis of the data showed a slight decrease in the percentage of students who met or exceeded the standard in ELA. In the 2017 - 2018 school year, 80% of all students in grades 3 - 5 met or exceeded the standard. In the 2018 - 2019 school year, 78% of students in grades 3 - 5 met or exceeded the standard. Please note that this data is not disaggregated into cohorts and so the 2% decrease is not significant.

An analysis of the data showed a slight decrease in the percentage of students who met or exceeded the standard in Mathematics. In the 2017 - 2018 school year, 74% of all students in grades 3 - 5 met or exceeded the standard. In the 2018 - 2019 school year, 73% of students in grades 3 - 5 met or exceeded the standard. Please note that this data is not disaggregated into cohorts and so the 1% decrease is not significant.

Overall, 80% of students met or exceeded the standard in English/Language Arts in the 2017-2018 school year as measured by the CAASPP. In 2018 - 2019, the percentage of students who were above or at/near the standard in ELA was 78%. The data shows a decrease of 2% in the number of students who scored above and at/near the standard over a two-year period. When you disaggregate the data and look at cohort data rather than the overall percentage from each year, however, a slightly different picture appears. The following data is derived from analyzing cohort data, or looking at the same group of students from year to year:

2017 - 2018: ELA Grade 3: 84% of students met or exceeded the standard.

2018 - 2019: ELA Grade 4: 77% of students met or exceeded the standard. This is a decrease of 7% by the same students over a two-year period.

2016 - 2017: ELA Grade 3: 75% of students met or exceeded the standard.

2017 - 2018: ELA Grade 4: 80% of students met or exceeded the standard.

2018 - 2019: ELA Grade 5: 85% of students met or exceeded the standard. This data shows an increase of 10% by the same students over a three-year period.

Overall 74% of students met or exceeded the standard in Mathematics in the 2017-2018 school year. The percentage of students who were above or at/near the standard in Mathematics was 73%. The data shows a decrease of 1% in the number of students who scored above and at/near the standard in the 2018-2019 school year. When you disaggregate the data and look at cohort data rather than the overall percentage from each year, however, a slightly different picture appears. The following data is derived from analyzing cohort data, or looking at the same group of students from year to year:

2017 - 2018: Math Grade 3: 79% of students met or exceeded the standard.

2018 - 2019: Math Grade 4: 80% of students met or exceeded the standard. This is an increase of 1% by the same students over a two-year period.

2017 - 2018: Math Grade 4: 77% of students met or exceeded the standard.

2018 - 2019: Math Grade 5: 69% of students met or exceeded the standard. This data shows a decrease of 8% by the same students over a two-year period.

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

No major differences between the intended implementation of budgeted expenditures and strategies and what budget allocations occurred and the strategies that were actually implemented by staff.

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.

No major changes to the goal or funding for the 2019-2020 school year. The annual outcomes will be adjusted upward and reflect a 3% increase in the standard met or exceeded in ELA (80%) and Mathematics (77%) for all students as measured by the CAASPP and local assessments. A greater focus will be made on integrated and designated instruction for EL students and which will also benefit all students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

## Goal 2

- 57% of English Language Learners' in grades 3 - 5 will meet or exceed the standard in ELA as measured by the CAASPP. This will be a 10% increase from the previous year.
- 57% of English Language Learners' in grades 3 - 5 will meet or exceed the standard in Mathematics as measured by the CAASPP. This will be a 10% increase from the previous year.

## Identified Need

Based on the data from the 2018 - 2019 school year, 47% of English Learners in grades 3 - 5 met or exceeded the standard in ELA and 47% of EL students met or exceeded the standard in Mathematics, far below their English Only peers. Additionally, there is a need for an increase in designated instruction (protected time for teaching and learning of EL students, usually through small group or individual instruction) and integrated (language clarification and acquisition support) instruction for EL students. This need extends to increased professional development for teachers in this area. These efforts will continue the school's work towards diminishing the achievement gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who have met or exceeded the standard as measured by CAASPP.	2018 - 2019: <ul style="list-style-type: none"><li>• 47% of EL students met or exceeded the standard in ELA</li><li>• 47% met or exceeded the standards in Mathematics as measured by the CAASPP.</li></ul>	2019 - 2020: <ul style="list-style-type: none"><li>• ELA - 57% of EL students will meet or exceed the standard as measured by CAASPP.</li><li>• Mathematics - 57% of EL students will meet or exceed the standard as measured by the CAASPP.</li></ul>
Proficiency levels of students in grades K-2 as measured by the FastBridge Reading assessments.	Winter 2019: <ul style="list-style-type: none"><li>• FastBridge Reading Assessment: 71% of all K-2 students were in the "low risk" category.</li><li>• The following data indicates how specific subgroups performed:</li></ul>	2019 - 2020: 75% of all students in grades K - 2 will achieve "low risk" status as measured by the Winter FastBridge Reading Assessment. It is expected that as a result of the strategies in the plan, student subgroups "low risk" percentages will rise.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: 80%; African-American 75%; Hispanic 50%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity

Provide opportunities for EL identified students to participate in extended learning opportunities that foster greater English language acquisition, including offering a before and after-school targeted intervention class for EL students utilizing the Academic Vocabulary Toolkit program.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,600.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher hourly rate for providing Academic Vocabulary Toolkit targeted intervention for EL students
	Provide two Lexia Lab IAs; funds allocated in Goal #1
3,240.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity



Incorporate integrated and designated instruction for EL students on a daily basis. Provide ongoing professional development in this area.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Site Based Gifts and Donations 5000-5999: Services And Other Operating Expenditures Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap.
3,240.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis.

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

#### **Strategy/Activity**

Provide Instructional Assistants to support teachers in delivering the instructional program. IAs will also support teachers in implementing designated instructional strategies in small groups for EL students throughout the day.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Students and staff will be provided with supplemental materials focused on Social Justice and culturally responsive practices. Integrate culturally relevant literature and curriculum across all content areas.
10,969.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistants will be provided equitably to classroom teachers to assist with



	supplemental instruction under the supervision of highly qualified teachers.
2,000.00	Site Based Gifts and Donations 4000-4999: Books And Supplies Duplication of material that provide students with supplemental learning resources

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide all students with off-campus learning opportunities. These experiences will expose all students, including EL students, to supplemental information and provide context and meaning across all curricular areas. Additionally, staff will identify culturally relevant locations and topics based on students' heritage, and local and national history and will ensure state standards are considered.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries All students, including ELs, will be given equitable opportunities for off campus learning opportunities.
5,000.00	Parent-Teacher Association (PTA) None Specified All 5th grade students will have the opportunity to participate in Outdoor Science School (Pali Camp) through benevolence fund.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners, Neurodiverse Students

### Strategy/Activity

Provide personnel to support the academic and social/emotional needs of EL students. This personnel includes the Literacy and Language Interventionist, Literacy Coach, and Special Education teachers. These educators will work with our EL students in language acquisition, reading and math strategies, and IEP goals.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,632.00	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Funding of 20% of Literacy and Language Interventionist. This teacher serves 4th and 5th grade Long-Term English Learners (LTELs) as well as 2nd and 3rd grade EL students.
61,896.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Funding of 60% of Literacy and Language Interventionist. This teacher serves 4th and 5th grade Long-Term English Learners (LTELs) as well as 2nd and 3rd grade EL students.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

**Strategy/Activity**

Classroom Observation by Administrators and Educators - Site administrators will conduct regular daily observations of the classrooms across grades to assess the efficacy of teaching practices and intervention strategies for EL students. These walkthroughs will also serve as a positive tool to gain information to share with educators as a support in the improvement of the instructional program.

Teachers will also be afforded an opportunity a couple of times per school year to observe their colleagues instruction and to collaborate on designing lessons. This practice is expected to benefit EL students by creating a cohesive instructional program which will include strategies for increasing language acquisition and developing language proficiency among the students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Site leadership will conduct regular formal and informal observations of instruction in mathematics, literacy, and balanced literacy design

**Strategy/Activity 7**

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

School Leadership Team and InnovateEd Teacher Team Collaboration - The SLT will meet once per month after school and three times for a full-day to analyze data and collaborate on teaching strategies with a focus on EL student achievement. Additionally, grade-level teams will participate in four full-days of collaboration with InnovateEd guidance in lesson design and implementation with a focus on instruction that benefits all students including our EL student population.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

Monthly meetings focused on SLT Goals for English Learners

Site Formula Funds  
0001-0999: Unrestricted: Locally Defined  
PLC Meetings/Conferences/Substitutes

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The strategies outlined in the 2018 - 2019 SPSA and SIP were implemented on time per internal goals and timelines. The strategies that were implemented were effective as measured by CAASPP and local assessments. The data for our EL students suggests that the strategies implemented in the 2018- 2019 school year were successful in increasing the percentage of students who met or exceeded the standard in ELA from 43% in 2017 - 2018 to 47% the following year. Additionally, the data shows that the number of EL students who were tested utilizing the CAASPP was more than double from 2018 to 2019.

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

No major differences between the intended implementation of budgeted expenditures and strategies and what budget allocations occurred and the strategies that were actually implemented by staff.

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.

No major changes to the goal for the 2019-2020 school year. The annual outcomes will be adjusted upward and reflect a 3% increase in the standard met or exceeded in ELA (50%) and Mathematics (50%) for EL students as measured by the CAASPP. In addition, a higher percentage of K-2 EL students will move into the "low risk" category for the FastBridge Reading Assessment.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Goal 3

- 87% of 5th-grade students at Grant School will report feeling connected to their school as measured by locally created surveys.
- 95% of 5th-grade students at Grant School will report feeling safe at school as measured by locally created surveys.
- Chronically absent student rates will decline from 4.0% to 3.5% as reported on the A2A Attendance data.
- 75% of all students in grades 3-5 will report not having been "bullied in the past couple of months" as reported on the OLWEUS 2020 Anti-bullying survey.

## Identified Need

The staff and administration of Grant School has identified the need to implement effective and research-based programs that are focused on the social and emotional well-being of students. In addition, the previous year's data indicates that, while Grant School's bullying reporting rate is far below the national average, a continued effort by the staff in reducing these rates would be beneficial to the students and the overall climate of the school. In addition, the Grant School staff has identified a need for students to engage in a research-based social/emotional development program to reduce conflict, foster greater empathy for others, and develop self-reflection strategies.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who have indicated they feel safe and supported at school(California Healthy Kids Survey, Grade 5)	California Healthy Kids Survey Grade 5: Student School Connectedness: 83%; Students feeling safe at school: 91%; 2018-2019: 4.0% (-30.76%)	2019-2020: California Healthy Kids Survey Grade 5: Student School Connectedness: 87%; Students feeling safe at school: 95%
Chronic absenteeism percentages (A2A Attendance Data - All grades)	A2A Attendance Data: All grades: Chronically Absent Rates: 2017-2018: 5.8%	A2A Attendance Data: All grades: Chronically Absent Rates: 2019-2020: 3.5%
Percentage of students who have reported being "bullied" (OLWEUS Anti-bullying survey data Grades 3-5)	OLWEUS Survey Grades 3-5: See survey data detail below.	OLWEUS 2020 Anti-bullying percentages: 75% off all students in grades 3-5 will report not having been "bullied in the past couple of months".

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Implement school-wide bully-free program and character development programs OLWEUS, Character Counts, Responsive Classroom, Social Justice Standards, and Restorative practices. Grant School's OLWEUS staff committee will engage in full-day training focused on the foundations and strategies of the program and then will extend that training to the entire staff which will include Instructional Assistants, Paraprofessionals, Office staff, Administrators, and Campus Monitors. Teachers have had professional learning in the area of the Social Justice Standards and have included this focus in the School Implementation Plan (SIP) with a focus on the Identity anchor standard. Finally, many staff have engaged in multi-day training in Restorative Justice practices. Additional staff will participate in this training with an overall goal of reducing the number of peer conflicts and instilling greater empathy in each student.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

2,000.00

Site Formula Funds  
0001-0999: Unrestricted: Locally Defined  
Olweus assemblies and materials to support  
school expectations

2,000.00

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Informational materials

Character Counts character development  
program to be supported by staff for all students

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Offer the School Smarts Program to the Grant School parent/guardian community. The School Smarts Parent Engagement Program is a model for creating meaningful and diverse parent involvement. It brings parents from all backgrounds together in support of their common interest: helping their children and schools succeed. The School Smarts program increases parents'

knowledge of the importance of their role as their child's first teacher, why involvement in their child's education is essential, and encourages the continuum of learning at home. The program strengthens the school community by educating a diverse group of parents on meaningful parent involvement and effective communications with school personnel. This program provides valuable information on the Common Core State Standards, assessments, local funding, and college readiness. The School Smarts program will feature guest speakers who are specialists in various areas.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,700.00

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
6 sessions on site

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Specifically Identified Students

Strategy/Activity

Counseling services provided by local institutions. Students will qualify for this intervention through recommendations by parents, teachers, and the school psychologist. Students are seen individually by a counselor usually once per week and for an amount of time determined by the counselor/agency. The focus of the counseling varies from child to child.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

St. Johns and other agencies to provide counseling to students

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Responsive Classroom Training for Teachers and Staff. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set



of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. Responsive Classroom strategies help to foster a positive culture in the classroom and works to instill in students empathy for one another, a greater self-awareness, and methods for students to draw from to solve conflict among themselves.

A portion of the teaching staff has attended a 4-day intensive training in Responsive Classroom in August 2019. Additional staff, including support staff, will be offered training this school year, as well. Most classes are already implementing RC strategies like morning and afternoon student meetings, interactive modeling, and ice breakers to create connections among students and to foster a positive community in the classroom.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Responsive Classroom training for teachers and staff
2,700.00	Parent-Teacher Association (PTA) None Specified Responsive Classroom training for teachers and staff
185.00	Parent-Teacher Association (PTA) None Specified Responsive Classroom Program Books and Materials to be utilized by staff

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### **Strategy/Activity**

Academic and Behavioral Awards Assemblies. All student in grades Kindergarten through 5th-grade will be acknowledged at one of the four Geckos' Greatest Awards during the school year. These awards are earned by students who demonstrate effort in being a good citizen of Grant School, demonstrating one or more of the six pillars of the Character Counts program (Trustworthiness, Responsibility, Caring, Respect, Fairness, and Citizenship), setting a personal academic or social goal, or a for earning a special achievement in the community (Boys' or Girls' Scouts, Arts, Community Service).

### **Proposed Expenditures for this Strategy/Activity**



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Parent-Teacher Association (PTA) None Specified Student Assemblies and Incentives

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The strategies outlined in the 2018-2019 SPSA and SIP were implemented on time per internal goals and timelines. The strategies that were implemented were mostly effective as measured by the California Healthy Kids Survey (Grade 5), OLWEUS survey (Grades 3-5), A2A attendance data, observations, and analysis.

The OLWEUS anti-bullying survey data suggest that, overall, the strategies of the program were effective with students in grades 3, 4, and 5 in 2019. The results are as follows:

- On the 2018 survey, 4% of 3rd-grade female students reported that they had been "bullied" 2-3 times per month.
- In 2019, 4% of the female students reported they had been "bullied" as 4th-graders. There was no change in the reporting percentage among these students from 2018 to 2019. (OLWEUS graph 3A.-attached)
- On the 2018 survey, 10% of 3rd-grade male students reported that they had been "bullied" 2-3 times per month.
- In 2019, 10% of the male students reported they had been "bullied" 2-3 times per month as 4th-graders. There was no change in the reporting percentage among these students from 2018 to 2019. (OLWEUS graph 3B.-attached)
- On the 2018 survey, 20% of 4th-grade female students reported that they had been "bullied" 2-3 times per month.
- In 2019, 8% of the female students reported they had been "bullied" as 5th-graders. This data shows a 12% decline in reporting that they had been "bullied" 2-3 times per month. (OLWEUS graph 3A.-attached)
- On the 2018 survey, 17% of 4th-grade male students reported that they had been "bullied" 2-3 times per month.

- On the 2019 survey, 7% of the male students reported they had been "bullied" as 5th-graders. This data shows a 10% decline in reporting that they had been "bullied" 2-3 times per month. (OLWEUS graph 3B.-attached)
- On the 2018 survey, 8% of all boys and girls in grade 3 reported to have been "bullied" 2-3 times per month.
- In 2019, 8% of all 4th-grade boys and girls reported to have been "bullied" 203 times per month. There was no change in the reporting percentage among these students from 2018 to 2019. (OLWEUS graph 3C.-attached)
- On the 2018 survey, 18% of all boys and girls in grade 4 reported to have been "bullied" 2-3 times per month.
- In 2019, 7% of all boys and girls in grade 5 reported to have been "bullied" 2-3 times per month. This data shows an 11% decline in reporting that they have been "bullied" 2-3 times per month. (OLWEUS graph 3C.-attached)
- On the 2018 survey, 71% of female students in grades 3, 4, and 5 reported they had not been "bullied" in the past couple of months (Q4).
- In 2019, 64% of female students reported that they had not been "bullied" in the past couple of months (Q4). This data shows a decrease of 7% of students who reported not having been "bullied in the past couple of months". This data can also be interpreted as an increase of 7% of female students who reported they had been "bullied in the past couple of months". (OLWEUS Table 2A -attached)
- On the 2018 survey, 61% of male students in grades 3, 4, and 5 reported they had not been "bullied" in the past couple of months (Q4).
- In 2019, 70% of male students reported that they had not been "bullied" in the past couple of months (Q4). This data shows an increase of 9% of students who reported not having been "bullied in the past couple of months". This data can also be interpreted as a decrease of 9% of male students who reported they had been "bullied in the past couple of months". This data is encouraging. (OLWEUS Table 2B -attached)
- On the 2018 survey, 65% of both female and male students in grades 3, 4, and 5 reported they had not been "bullied" in the past couple of months (Q4).
- In 2019, 67% of both female and male students reported that they had not been "bullied" in the past couple of months (Q4). This data shows an increase of 2% of students who reported not having been "bullied in the past couple of months". This data can also be interpreted as a decrease of 2% of both female and male students who reported they had been "bullied in the past couple of months". This data is encouraging. (OLWEUS Table 2C -attached)

#### Attendance Data (see attached attendance graphs):

- Grant School's Chronically Absent student rate decreased again in the 2018-2019 school year. The rate went from 5.82% in the 2017-2018 school year to 4.03% in the 2018-2019 school year (-30.76% decrease from the previous year).

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

No major differences between the intended implementation of budgeted expenditures and strategies and what budget allocations occurred and the strategies that were actually implemented by staff.

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.

Changes to the goal for the 2019-2020 school year will be altered to include the implementation of Responsive Classroom strategies for positive behavior and a redoubled effort to teach students about the Social Justice standards and implement lessons and strategies to reinforce the purpose of the standards. In addition, Grant School will :

- Demonstrate a focus on school climate, which includes increased parent involvement, student attendance, and fewer behavior referrals.
- Chronically absent students will improve by 10%. 2018-2019: 4.0%; Goal for 2019-2020: 3.5%

Teachers will:

- Implement positive behavior and academic strategies and interventions based on student need as measured by data analysis and observations. Teachers will engage in professional learning focused in this area.

Students will:

- Participate in positive intervention programs focused on academics, behavior, social justice, and restorative practices.
- Commit to engaging in the learning process each day.
- Report feeling safe at school and have a connection to their school community

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$387,085.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District Funded	\$8,560.00
Lottery: Instructional Materials	\$9,900.00
Parent-Teacher Association (PTA)	\$38,924.00
Site Based Gifts and Donations	\$7,500.00
Site Formula Funds	\$261,569.00
Stretch Grant (Ed Foundation)	\$60,632.00

Subtotal of state or local funds included for this school: \$387,085.00

Total of federal, state, and/or local funds for this school: \$387,085.00

# 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
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Christian Fuhrer	Principal
Sandra Kim	Classroom Teacher
Christina Spanos	Classroom Teacher
Lillian Chen	Classroom Teacher
Florencia Rams	Other School Staff
Petra Wolfe	Other School Staff
Jennifer Elias	Parent or Community Member
Eric Canale	Parent or Community Member
Cori Goldberg	Parent or Community Member
Shannon Morgan	Parent or Community Member
Ayisha Mende	Parent or Community Member
	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

### Signature

### Committee or Advisory Group Name



English Learner Advisory Committee



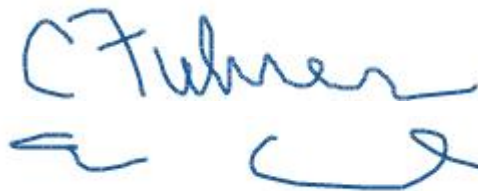
Other: School Leadership Team (SLT) -

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 11-19-2019.

Attested:



Principal, Mr. Christian Fuhrer on 10/12/2019

SSC Chairperson, Eric Canale on 10/16/2019

## Grant Elementary School Implementation Plan / 2019-2020 /Santa Monica-Malibu School District

**2019-2020 Focus:** Grant Elementary students will construct viable and valid arguments from evidence and critique reasoning of others across academic and social settings.

**Outcome:** Students will increase scale score as measured by the CAASPP, increase by at least one point on school-wide writing and math assessments. Students will also report that they feel safe and supported as measured by surveys and observation.

<b><u>Success Indicators</u></b>	<b><u>Staff Practices</u></b>	<b><u>School Supports</u></b>	<b><u>Evidence of Learning</u></b>	<b><u>Timeline</u></b>
<p>What skills/behaviors do we want to see STUDENTS demonstrating?</p> <p><i>Across curricular areas, students will:</i></p> <p>Locate, analyze and utilize key ideas and details to construct valid arguments</p> <p>Understand, analyze and respond to critique the reasoning of others</p> <p>Demonstrate appropriate use of academic vocabulary</p> <p>Recognize and implement the key features of opinion and informative writing.</p> <p>Comprehend grade level text</p>	<p>What instructional practices will best support the development of students' skills?</p> <p><i>Across curricular areas, staff will:</i></p> <p>Provide integrated and designated ELD</p> <p>Utilize thinking maps</p> <p>Engage in 5-minute mini-lessons on number talk before students engage in CGI problems</p> <p>Provide explicit academic vocabulary instruction</p> <p>Develop math task and differentiated scaffolds/strategies to support EL in communicating their mathematics reasoning</p> <p>Engage in an ongoing cycle of inquiry within teams</p> <p>Develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships</p> <p>Utilize sentence frames</p>	<p>How will staff be supported as part of collaboration, staff meetings, centralized PD, and expertise of teacher leaders?</p> <p>Subs for planning time for cycle of inquiry work for K and 4th Grade</p> <p>Subs for planning time for vertical articulation regarding school focus</p> <p>District-level math specialist and site-level math leaders will provide PD on math vocabulary and comprehension instruction. (Is there an intervention similar to Academic Vocabulary Toolkit?).</p> <p>Responsive Classroom training for additional teachers and IAs</p> <p>Lexia lab: 2 aides</p> <p>Academic Vocabulary Toolkit</p> <p>Support for the Deep Learning Cohort "Grant Grows" project</p> <p>Continue Social Justice and Restorative Justice training utilizing district-provided specialists</p> <p>Continue offering Mindfulness online courses with Mindful Schools</p>	<p>What evidence of learning informs our progress and improve our collective actions? Assessments, student work, and observation of student learning (Success Indicators)</p> <p>On-Demand Opinion, Narrative, and Informational Writing Assessments</p> <p>Common Formative Math Assessments</p> <p>CAASPP Interim Assessments</p> <p>Pre and post-survey results (Olweus, School Climate, CA Healthy Kid survey) anecdotes for feeling "safe and supported?"</p>	<p>What timelines should guide our collective work?</p> <p><b>2019-2020 District Calendar</b>  <a href="http://www.smmusd.org/calendar/cal1920.pdf">http://www.smmusd.org/calendar/cal1920.pdf</a></p> <p><b>2019-2020 District K-5 Assessment Calendar</b>  <a href="https://drive.google.com/file/d/1X_4SB2zrzPcrNFdJ_WfYyd0oOZPT-eUr/view?usp=sharing">https://drive.google.com/file/d/1X_4SB2zrzPcrNFdJ_WfYyd0oOZPT-eUr/view?usp=sharing</a></p> <p><b>2019-2020 Grant Professional Development Meeting Calendar</b>  <a href="https://docs.google.com/spreadsheets/d/1Xk-D_j9-pNOanMjp9J-q3PNV6lprUIDt9cEEGnRRJvs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Xk-D_j9-pNOanMjp9J-q3PNV6lprUIDt9cEEGnRRJvs/edit?usp=sharing</a></p> <p>Create a school-wide assessment calendar factoring in the district assessment calendar and PD (Friday morning) calendar</p> <p>Establish and refine a plan for delivering specific ELD instruction</p>



# 2018-19 Preliminary Smarter Balanced Performance Summary

## ELA: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**  
 Roster Date: **Current Year (2018-19)**  
 Grade Levels: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

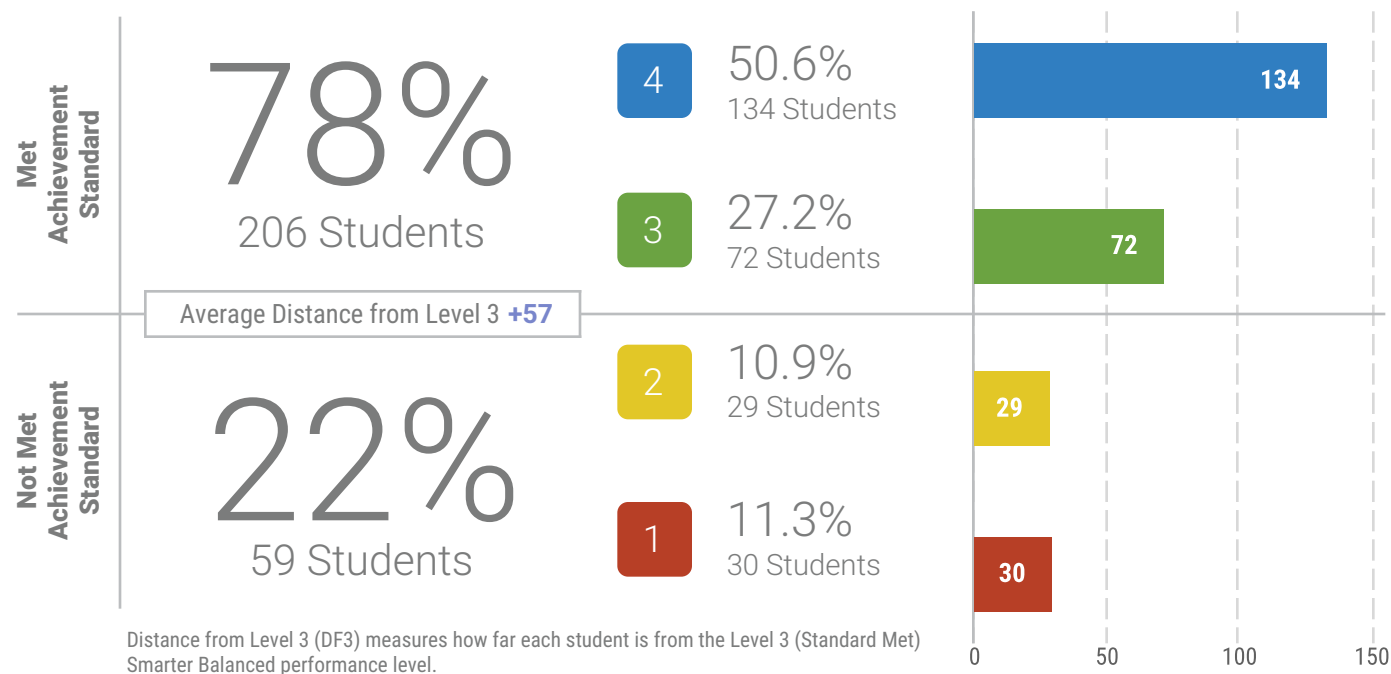
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

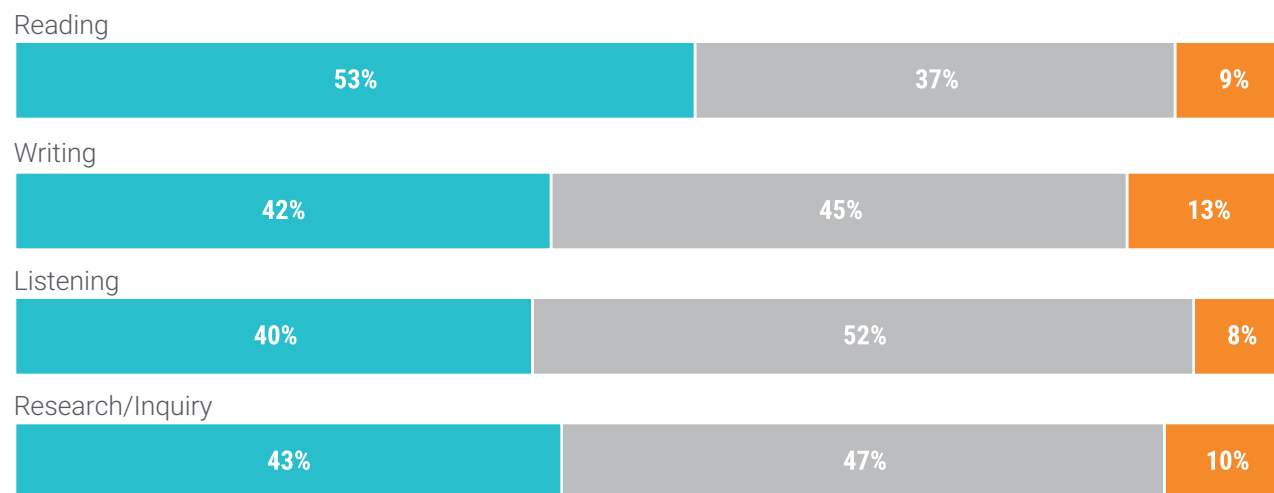
- Above Standard**
- Near Standard**
- Below Standard**

These partial results are not appropriate for public release.

## Overall Performance: 265 Students Tested



## Claim Performance: Percent of Students at Each Level



# 2018-19 Preliminary Smarter Balanced Performance Summary

## ELA: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**  
 Roster Date: **Current Year (2018-19)**  
 Grade Levels: **All**  
 English Proficiencies: **See Footer**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

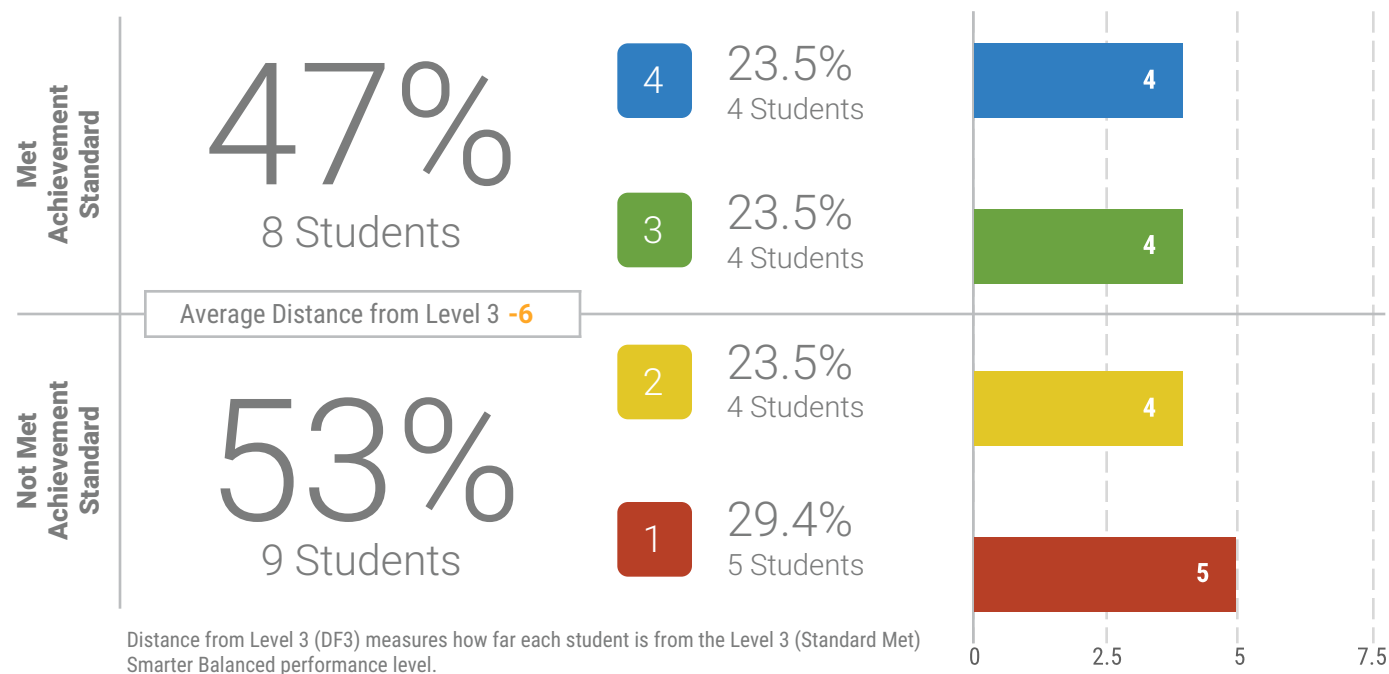
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

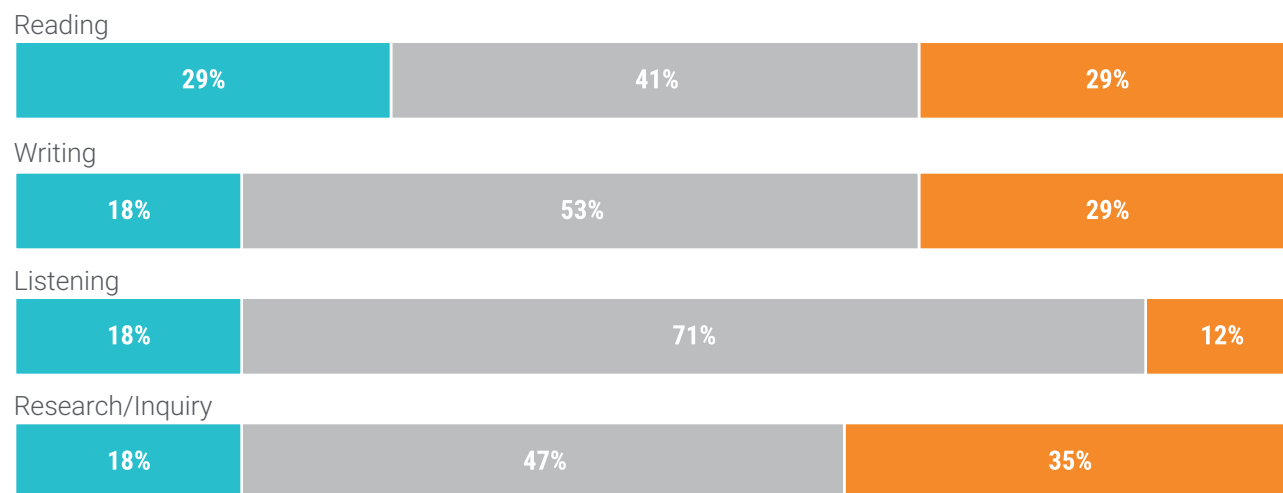
- Above Standard**
- Near Standard**
- Below Standard**

These partial results are not appropriate for public release.

## Overall Performance: 17 Students Tested



## Claim Performance: Percent of Students at Each Level



# 2018-19 Preliminary Smarter Balanced Performance Summary

## ELA: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**  
 Roster Date: **Current Year (2018-19)**  
 Grade Levels: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special Ed**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

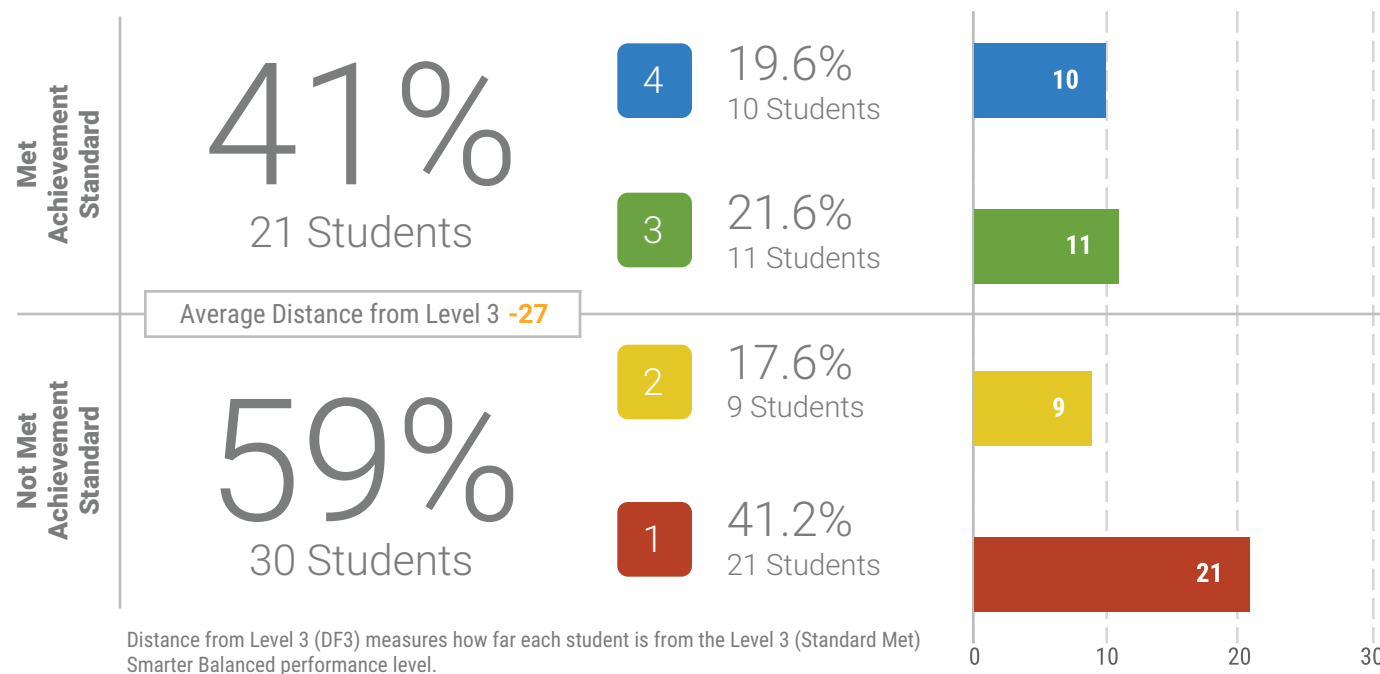
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

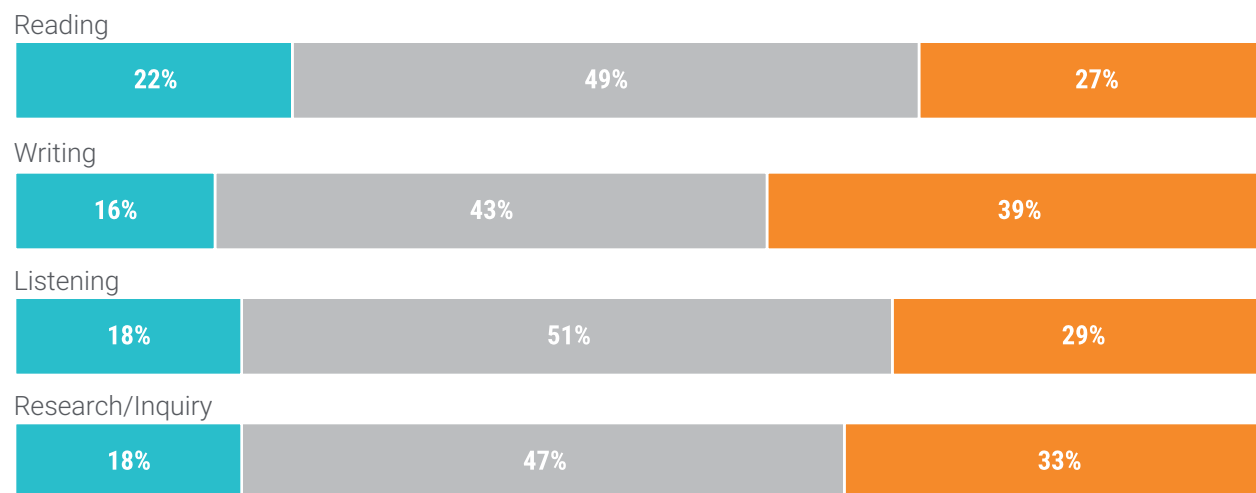
- Above Standard
- Near Standard
- Below Standard

These partial results are not appropriate for public release.

## Overall Performance: 51 Students Tested



## Claim Performance: Percent of Students at Each Level



# 2018-19 Preliminary Smarter Balanced Performance Summary

## Math: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**  
 Roster Date: **Current Year (2018-19)**  
 Grade Levels: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

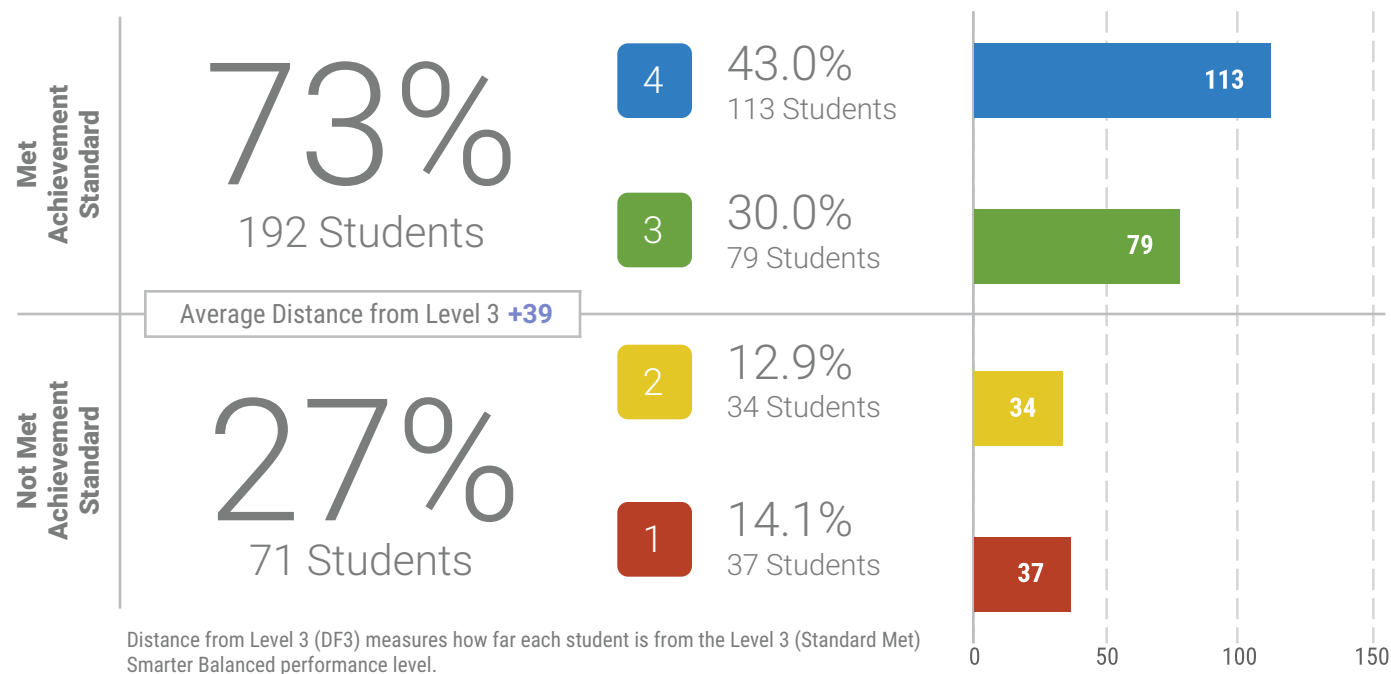
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

These partial results are not appropriate for public release.

## Overall Performance: 263 Students Tested



## Claim Performance: Percent of Students at Each Level

### Concepts & Procedures



### Problem Solving & Modeling/Data



### Communicating Reasoning



# 2018-19 Preliminary Smarter Balanced Performance Summary

## Math: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**  
 Roster Date: **Current Year (2018-19)**  
 Grade Levels: **All**  
 English Proficiencies: **See Footer**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

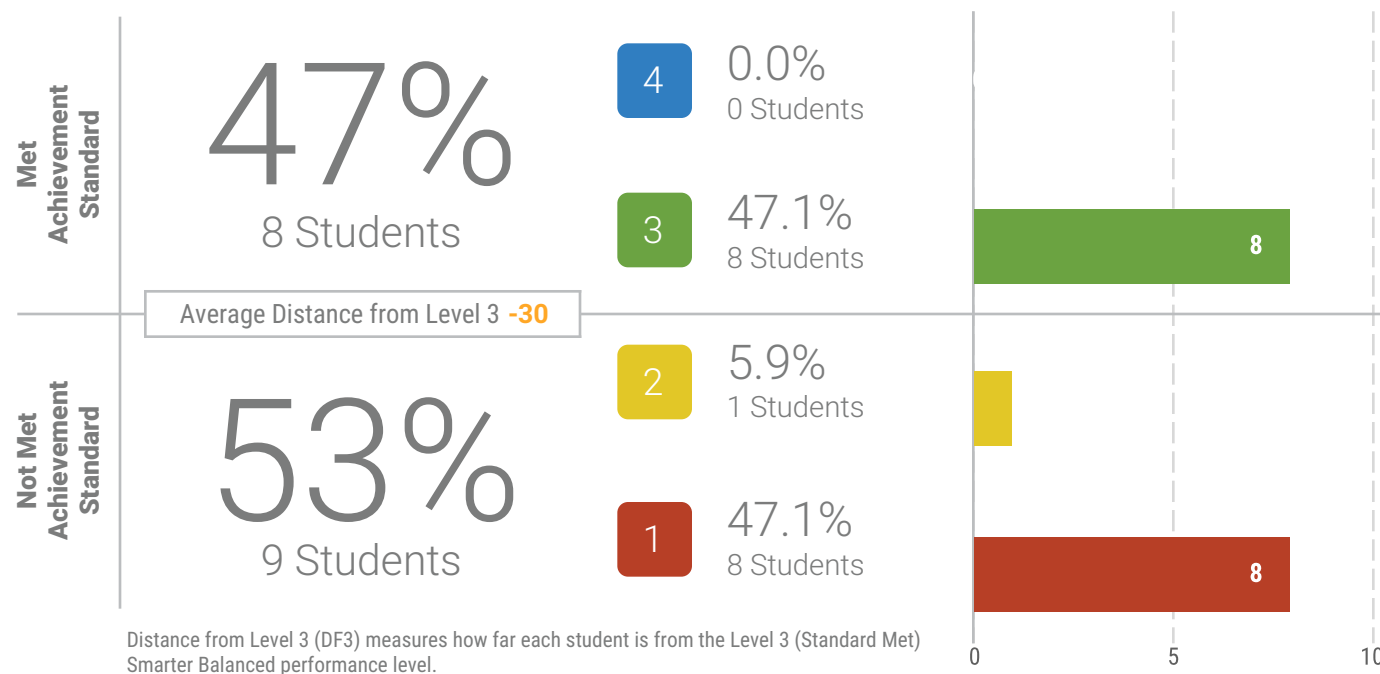
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

These partial results are not appropriate for public release.

## Overall Performance: 17 Students Tested



## Claim Performance: Percent of Students at Each Level

### Concepts & Procedures



### Problem Solving & Modeling/Data



### Communicating Reasoning



# 2018-19 Preliminary Smarter Balanced Performance Summary

## Math: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**  
 Roster Date: **Current Year (2018-19)**  
 Grade Levels: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special Ed**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

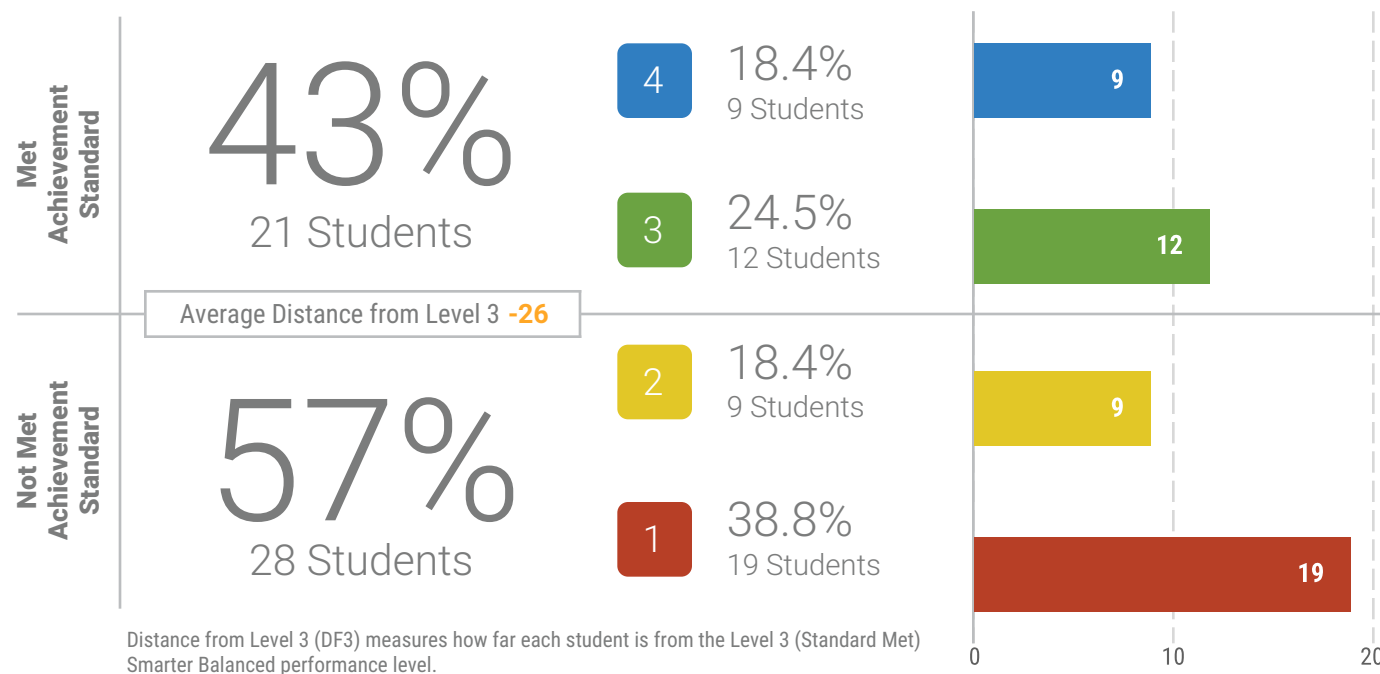
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

These partial results are not appropriate for public release.

## Overall Performance: 49 Students Tested



## Claim Performance: Percent of Students at Each Level

### Concepts & Procedures



### Problem Solving & Modeling/Data



### Communicating Reasoning





Grant Elementary (Santa Monica, CA)  
Santa Monica-Malibu Unified

[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)

English Language Arts Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 ▼ Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11) ▼

[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY <i>by more than 15 points from Prior Year</i>	DECLINED <i>by 3 to 15 points from Prior Year</i>	MAINTAINED <i>declined by less than 3 points or increased by less than 3 points from Prior Year</i>	INCREASED <i>by 3 to less than 15 points from Prior Year</i>	INCREASED SIGNIFICANTLY <i>by 15 points or more from Prior Year</i>
<b>VERY HIGH</b> <i>+45 points or higher in Current Year</i>	Green (None)	Green (None)	Blue (None)	Blue • All Students (School Placement) • White	Blue (None)
<b>HIGH</b> <i>+10 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green • Hispanic	Blue • Socioeconomically Disadvantaged
<b>MEDIUM</b> <i>-5 points to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green • Students with Disabilities
<b>LOW</b> <i>-5.1 to -70 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW</b> <i>-70.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	0	0	2	2

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.





## Grant Elementary (Santa Monica, CA)

### Santa Monica-Malibu Unified

#### Mathematics Indicator - Student Group Five-by-Five Placement

 Reporting Year: 2018 ▼ Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11) ▼
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View Detailed Data](#)

Level	DECLINED SIGNIFICANTLY <i>by more than 15 points from Prior Year</i>	DECLINED <i>by 3 to 15 points from Prior Year</i>	MAINTAINED <i>declined by less than 3 points or increased by less than 3 points from Prior Year</i>	INCREASED <i>by 3 to less than 15 points from Prior Year</i>	INCREASED SIGNIFICANTLY <i>by 15 points or more from Prior Year</i>
<b>VERY HIGH</b> +35 points or higher in Current Year	Green (None)	Green (None)	Blue (None)	Blue • All Students (School Placement) • White	Blue (None)
<b>HIGH</b> 0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green • Socioeconomically Disadvantaged • Hispanic	Blue (None)
<b>MEDIUM</b> -25 points to less than 0 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green • Students with Disabilities	Green (None)
<b>LOW</b> -25.1 to -95 points in Current Year	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW</b> -95.1 points or lower in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

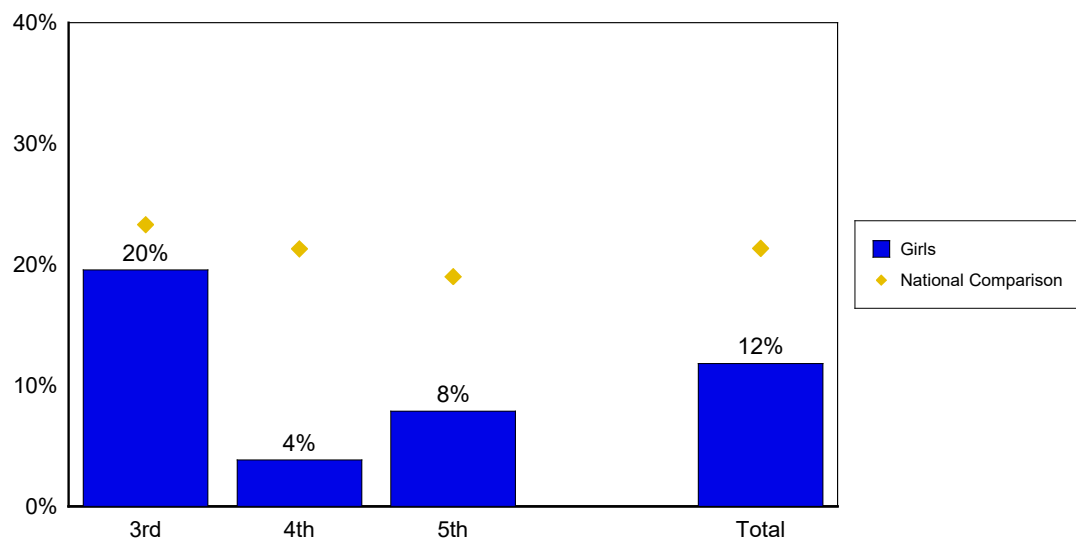
#### Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	0	0	3	1

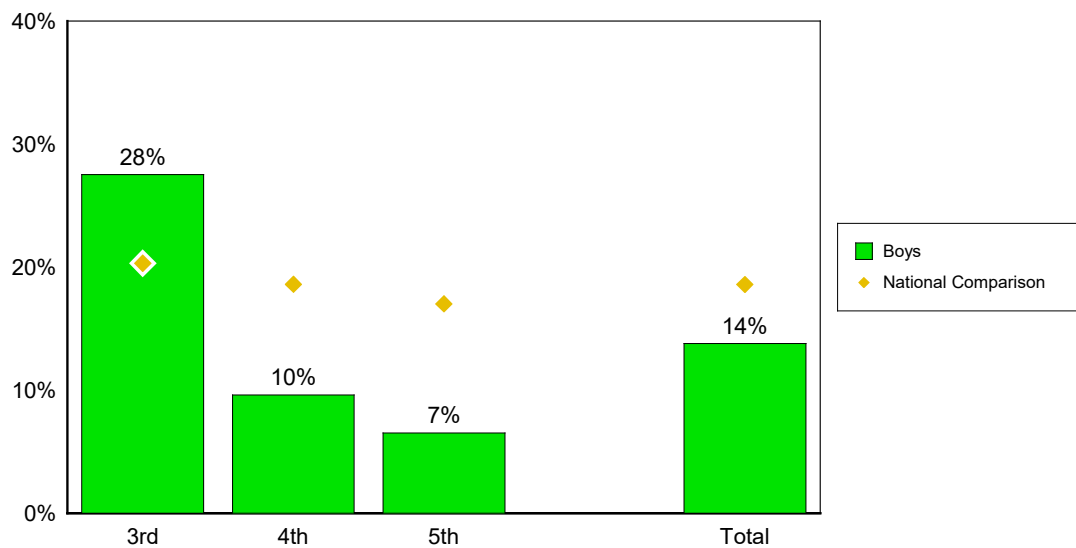
The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.



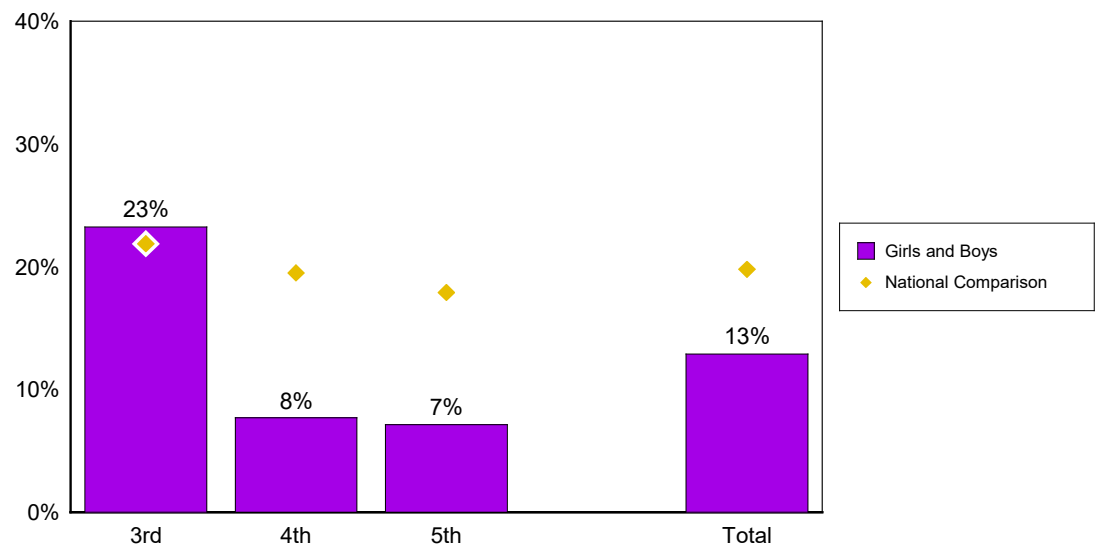
**Graph 3a. Percentage of girls who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



**Graph 3b. Percentage of boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



**Graph 3c. Percentage of girls and boys who have been bullied  
"2-3 times a month" or more (Q4 dichotomized)**



**Table 2a. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls by grade**

	3rd	4th	5th	Total
I have not been bullied	<b>60.9%</b> (28)	<b>69.2%</b> (18)	<b>63.2%</b> (24)	<b>63.6%</b> (70)
Once or twice	<b>19.6%</b> (9)	<b>26.9%</b> (7)	<b>28.9%</b> (11)	<b>24.5%</b> (27)
2 or 3 times per month	<b>4.3%</b> (2)	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>1.8%</b> (2)
About once a week	<b>13.0%</b> (6)	<b>3.8%</b> (1)	<b>7.9%</b> (3)	<b>9.1%</b> (10)
Several times a week	<b>2.2%</b> (1)	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>0.9%</b> (1)

**Table 2b. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of boys by grade**

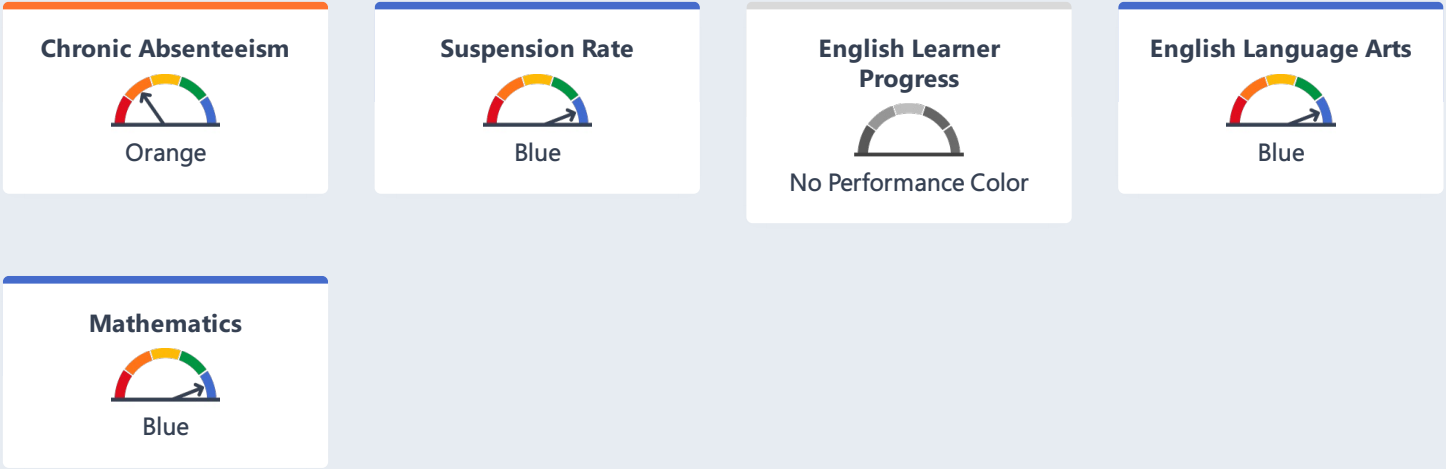
	3rd	4th	5th	Total
I have not been bullied	<b>60.0%</b> (24)	<b>65.4%</b> (34)	<b>84.8%</b> (39)	<b>70.3%</b> (97)
Once or twice	<b>12.5%</b> (5)	<b>25.0%</b> (13)	<b>8.7%</b> (4)	<b>15.9%</b> (22)
2 or 3 times per month	<b>15.0%</b> (6)	<b>9.6%</b> (5)	<b>2.2%</b> (1)	<b>8.7%</b> (12)
About once a week	<b>10.0%</b> (4)	<b>0.0%</b> (0)	<b>0.0%</b> (0)	<b>2.9%</b> (4)
Several times a week	<b>2.5%</b> (1)	<b>0.0%</b> (0)	<b>4.3%</b> (2)	<b>2.2%</b> (3)

**Table 2c. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls and boys by grade**

	3rd	4th	5th	Total
I have not been bullied	<b>60.5%</b> (52)	<b>66.7%</b> (52)	<b>75.0%</b> (63)	<b>67.3%</b> (167)
Once or twice	<b>16.3%</b> (14)	<b>25.6%</b> (20)	<b>17.9%</b> (15)	<b>19.8%</b> (49)
2 or 3 times per month	<b>9.3%</b> (8)	<b>6.4%</b> (5)	<b>1.2%</b> (1)	<b>5.6%</b> (14)
About once a week	<b>11.6%</b> (10)	<b>1.3%</b> (1)	<b>3.6%</b> (3)	<b>5.6%</b> (14)
Several times a week	<b>2.3%</b> (2)	<b>0.0%</b> (0)	<b>2.4%</b> (2)	<b>1.6%</b> (4)

# Grant Elementary

Explore the performance of Grant Elementary under California's Accountability System.

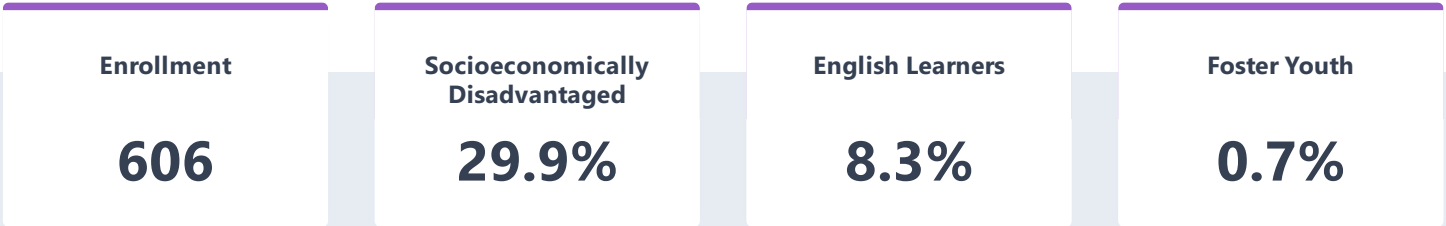


## School Details

<div>NAME</div> Grant Elementary	<div>ADDRESS</div> 2368 Pearl Street Santa Monica, CA 90405-2853	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> P-5
----------------------------------	---	------------------------	------------------------------

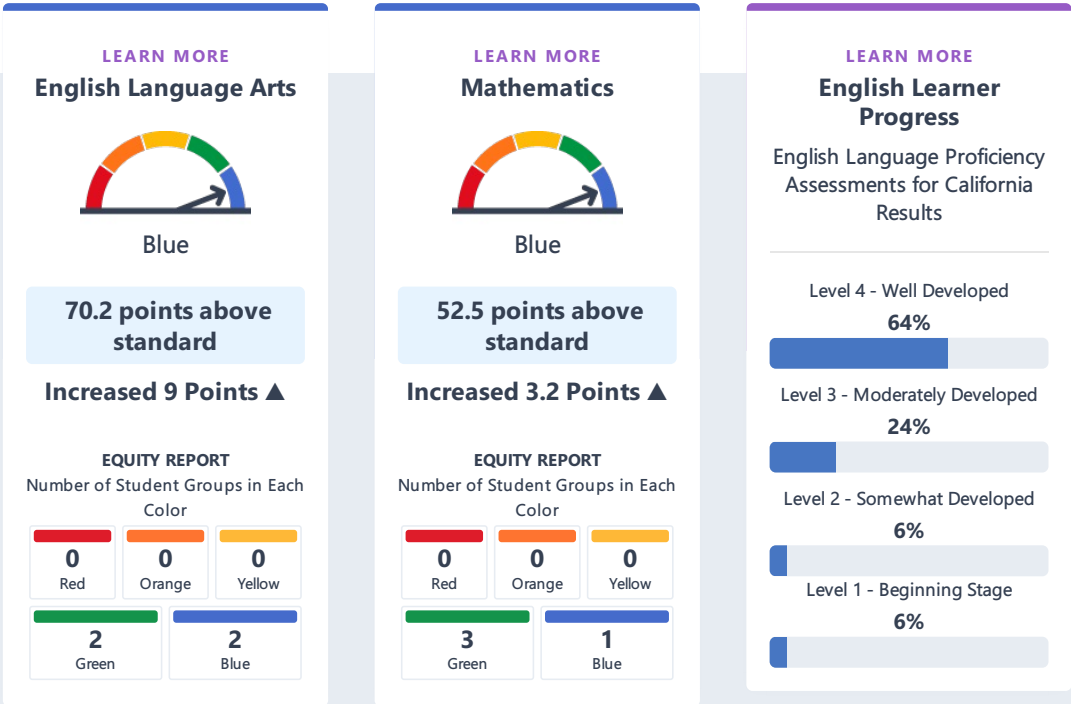
# Student Population

Explore information about this school's student population.



# Academic Performance

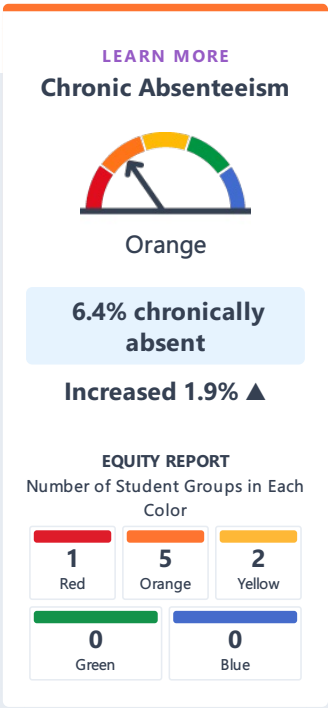
View Student Assessment Results and other aspects of school performance.



GRANT ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Blue

0% suspended at least once

Declined 0.3% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0

Red

0

Orange

0

Yellow

0

Green

8

Blue

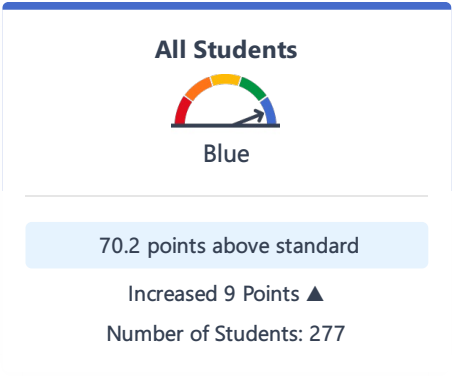
# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

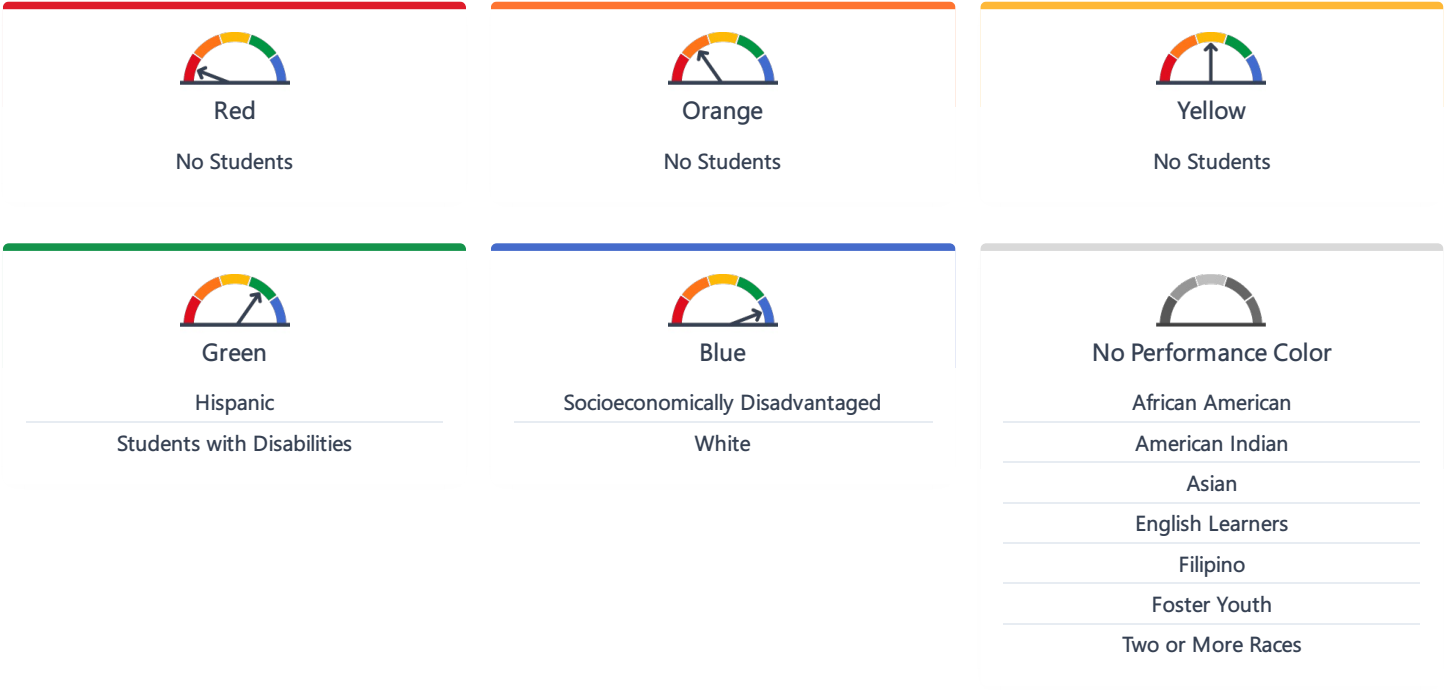
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups





### African American



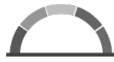
No Performance Color

19.6 points above standard

Increased 3.9 Points ▲

Number of Students: 27

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

87.2 points above standard

Declined 3.2 Points ▼

Number of Students: 13

### English Learners



No Performance Color

14.9 points above standard

Increased 20.8 Points ▲

Number of Students: 30

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

74.4 points above standard

Maintained -1.3 Points

Number of Students: 12

### Hispanic



Green

23.6 points above standard

Increased 12.9 Points ▲

Number of Students: 90

### Students with Disabilities



Green

3.6 points below standard

Increased 19 Points ▲

Number of Students: 58

### Socioeconomically Disadvantaged



Blue

22.7 points above standard

Increased 21.1 Points ▲

Number of Students: 93

### White



Blue

107.5 points above standard

Increased 8.8 Points ▲

Number of Students: 130

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2016

2017

2018

All Students

N/A

61.2 points above standard

70.2 points above standard

# English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
7.8 points above standard	27.2 points above standard	77.4 points above standard
Increased 19.9 Points ▲	No Data	Increased 9.1 Points ▲
Number of Students: 19	Number of Students: 11	Number of Students: 221

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

52.5 points above standard







Increased 3.2 Points ▲

Number of Students: 278

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>	 <p>Blue</p> <p>White</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>English Learners</p> <p>Filipino</p>

African American



No Performance Color

4.2 points above standard

Declined 8 Points ▼

Number of Students: 27

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

75.4 points above standard

Declined 15.3 Points ▼

Number of Students: 14

English Learners



No Performance Color

8.8 points below standard

Increased 6.7 Points ▲

Number of Students: 31

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

64.5 points above standard

Increased 14.3 Points ▲

Number of Students: 12

Hispanic



Green

8.7 points above standard

Increased 8.1 Points ▲

Number of Students: 90

Socioeconomically Disadvantaged



Green

4.7 points above standard

Increased 10.1 Points ▲

Number of Students: 93

Students with Disabilities



Green

6.2 points below standard

Increased 9.5 Points ▲

Number of Students: 58

White



Blue

88.4 points above standard

Increased 4.1 Points ▲

Number of Students: 130

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	49.2 points above standard	52.5 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

7.1 points below standard

Increased 25.5 Points ▲

Number of Students: 20

### Reclassified English Learners

11.9 points below standard

No Data

Number of Students: 11

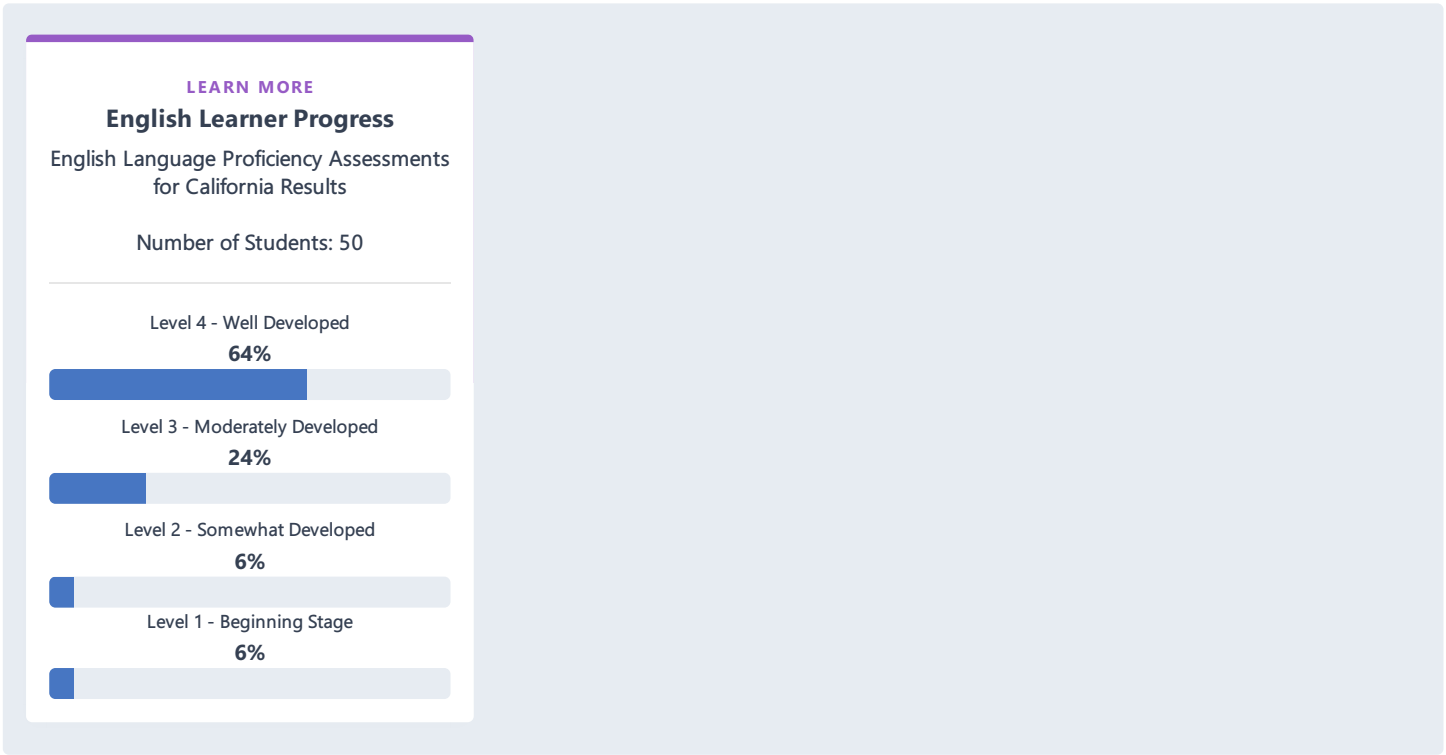
### English Only

60.5 points above standard

Increased 4.6 Points ▲

Number of Students: 221

## English Learner Progress



# Academic Engagement


View data about academic participation.

## Chronic Absenteeism

### All Students

Explore 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.

All Students



Orange

6.4% chronically absent


Increased 1.9% ▲

Number of Students: 613

### Student Group Details


#### All Student Groups by Performance Level

8 Total Student Groups



Red

Socioeconomically Disadvantaged



Orange


Asian

Students with Disabilities

English Learners

Hispanic


Two or More Races



Yellow


African American

White




Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

### American Indian

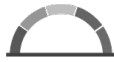


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Socioeconomically Disadvantaged



Red

10.5% chronically absent

Increased 5% ▲

Number of Students: 200

### Asian



Orange

9.8% chronically absent

Increased 4.4% ▲

Number of Students: 41

### Students with Disabilities



Orange

9% chronically absent

Increased 3.2% ▲

Number of Students: 100

### English Learners



Orange

9.3% chronically absent

Increased 5.6% ▲

Number of Students: 54

### Hispanic



Orange

7.7% chronically absent

Increased 2.2% ▲

Number of Students: 182

### Two or More Races



Orange

12.1% chronically absent

Increased 12.1% ▲

Number of Students: 33

### African American



Yellow

4.7% chronically absent

Increased 1.6% ▲

Number of Students: 64

### White



Yellow

4.9% chronically absent

Increased 0.7% ▲

Number of Students: 285

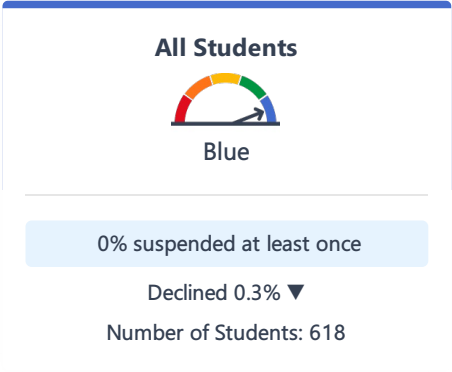
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

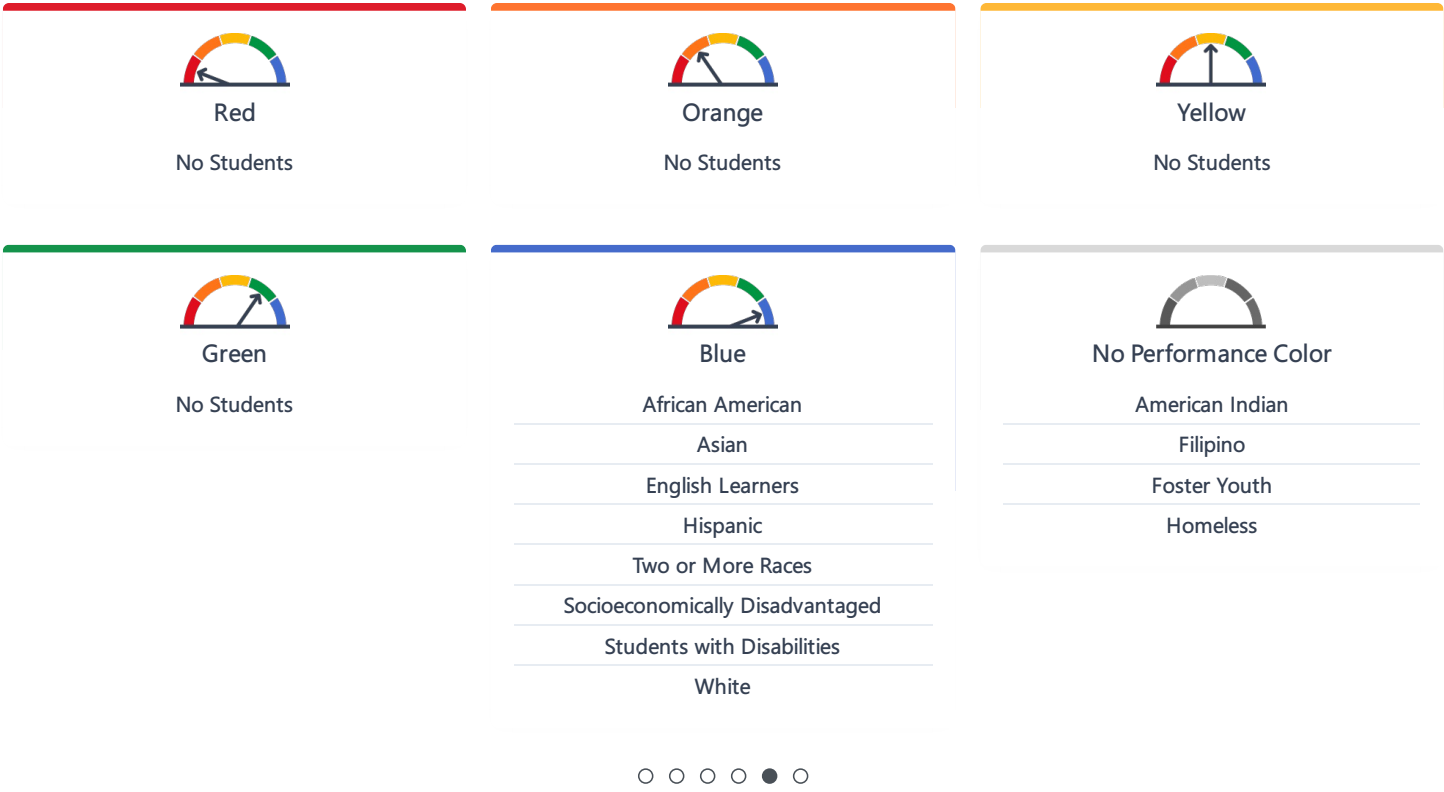
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Foster Youth

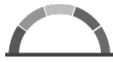


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### African American



Blue

0% suspended at least once

Declined 1.4% ▼

Number of Students: 66

### Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 41

### English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 54

### Hispanic



Blue

0% suspended at least once

Declined 0.5% ▼

Number of Students: 184

### Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 33

### Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 204

### Students with Disabilities



Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 102

### White



Blue

0% suspended at least once

Maintained 0%

Number of Students: 286

## Suspension Rate By Year

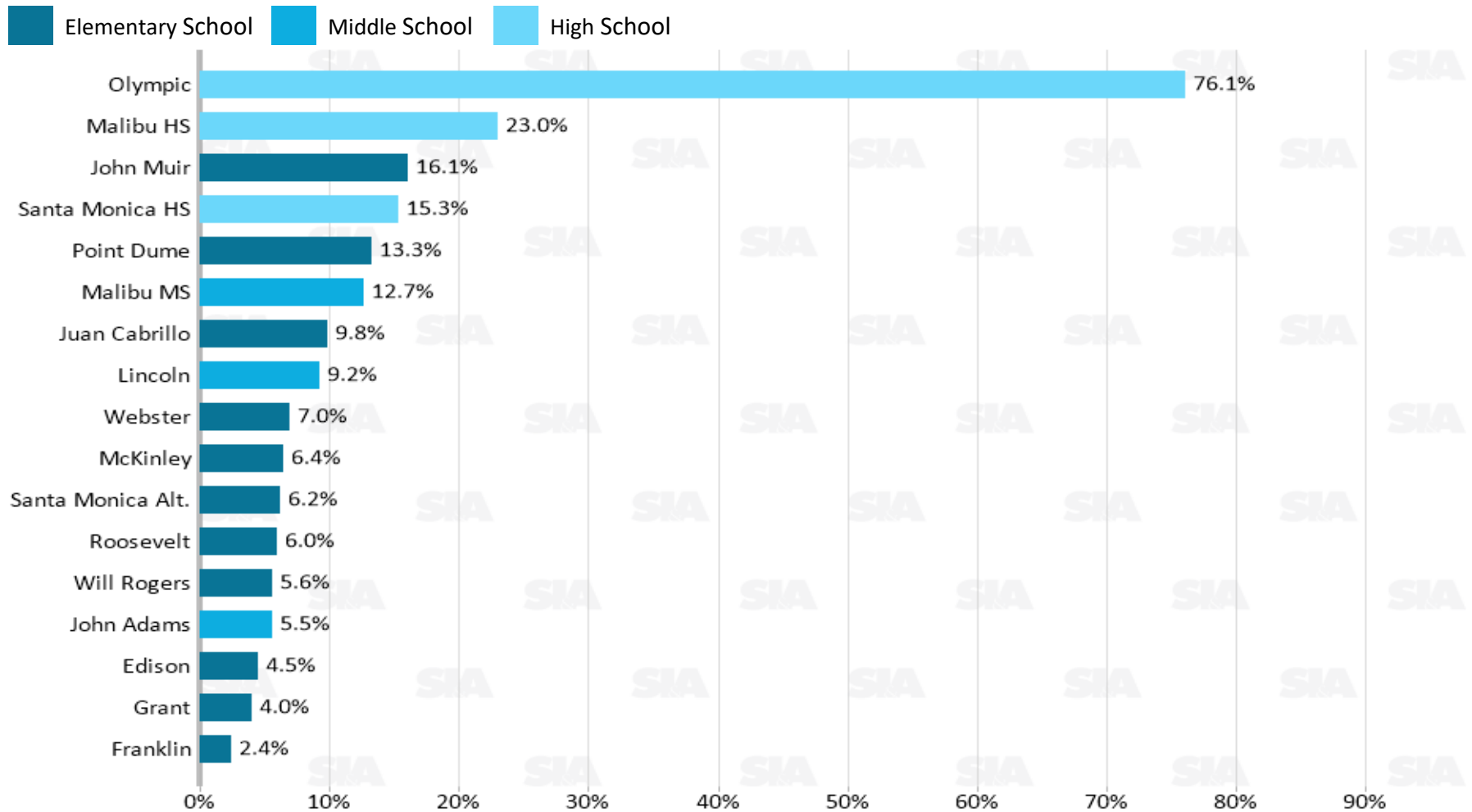
Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	0.5%	0.3%	N/A



# A2A Chronic Rates by School Site

The lower, the better.



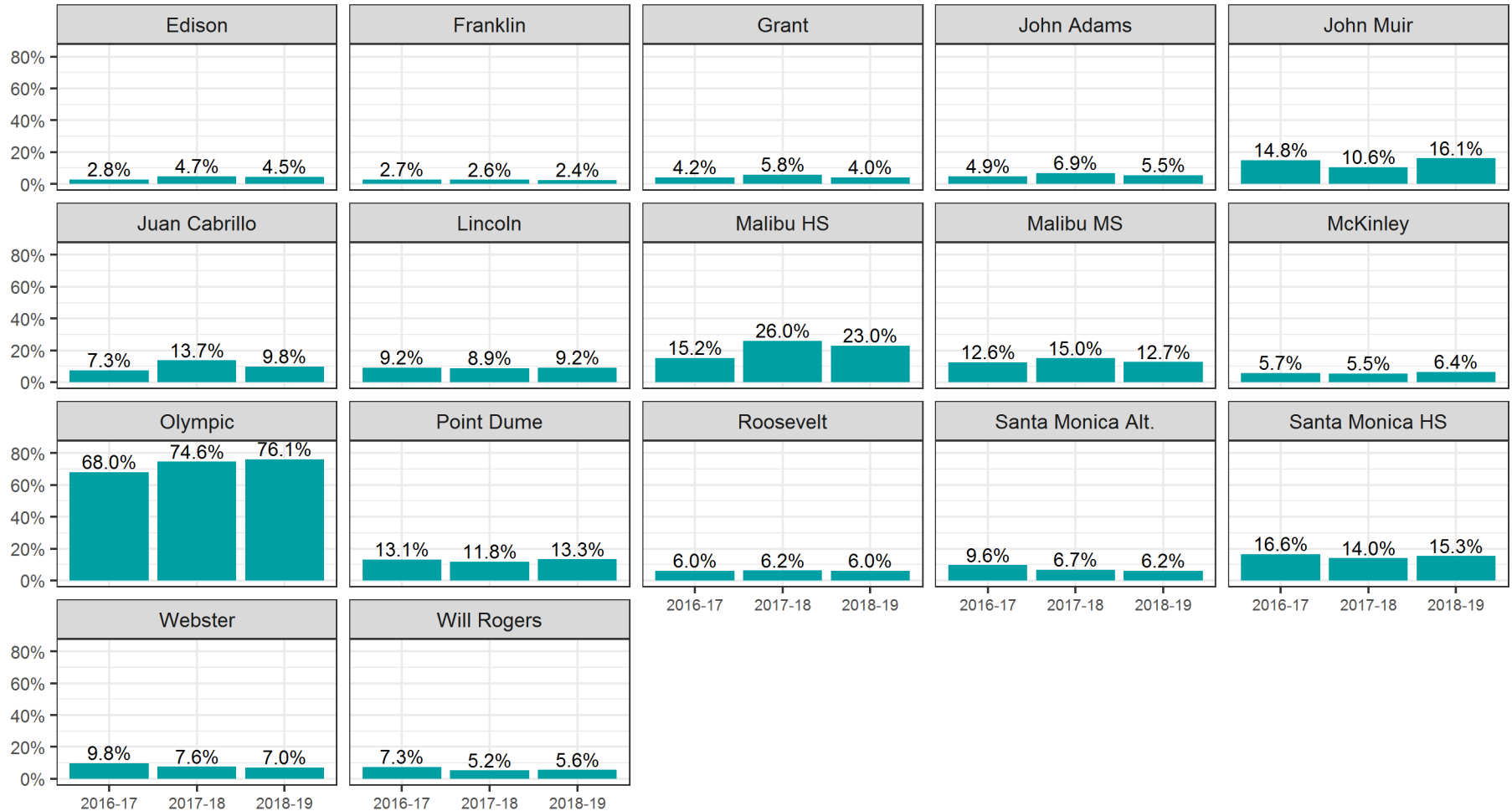
*Chronically Absent - A student who is absent for 10% or more of the school year due to **all** absences.*

Data as of 6/12/2019

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# A2A Chronic Rates by School Site, Year-Over-Year

The lower, the better.



*Chronically Absent - A student who is absent for 10% or more of the school year due to **all** absences.*

Data as of 6/12/2019

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# Truant, EEA & Chronic Year-over-Year

Site Name	Enrollment		A2A Truancy Rate			EEA Rate			A2A Chronic Rate		
	2017-18	2018-19	2017-18	2018-19	% Change (Y2-Y1)/Y1	2017-18	2018-19	% Change (Y2-Y1)/Y1	2017-18	2018-19	% Change (Y2-Y1)/Y1
Edison	466	465	40.56%	41.72%	2.87%	22.32%	18.06%	-19.06%	4.72%	4.52%	-4.34%
Franklin	818	790	27.14%	28.23%	4.01%	17.11%	16.96%	-0.89%	2.57%	2.41%	-6.32%
Grant	619	596	24.07%	19.46%	-19.14%	29.08%	26.68%	-8.26%	5.82%	4.03%	-30.76%
John Adams	1,057	1,028	33.49%	27.92%	-16.64%	20.72%	15.86%	-23.47%	6.91%	5.54%	-19.72%
John Muir	322	299	30.75%	50.84%	65.35%	29.50%	29.10%	-1.38%	10.56%	16.05%	52.04%
Juan Cabrillo	205	193	47.80%	16.06%	-66.40%	34.63%	37.82%	9.21%	13.66%	9.84%	-27.92%
Lincoln	1,078	1,093	33.21%	40.62%	22.32%	31.91%	29.73%	-6.82%	8.91%	9.24%	3.76%
Malibu HS	608	574	42.27%	43.21%	2.21%	56.91%	46.69%	-17.96%	25.99%	23.00%	-11.51%
Malibu MS	326	323	32.21%	32.82%	1.89%	37.73%	33.13%	-12.20%	15.03%	12.69%	-15.55%
McKinley	526	512	14.83%	16.41%	10.64%	30.04%	32.03%	6.64%	5.51%	6.45%	16.90%
Olympic	63	67	85.71%	94.03%	9.70%	17.46%	22.39%	28.22%	74.60%	76.12%	2.03%
Point Dume	195	158	30.26%	36.71%	21.33%	48.72%	33.54%	-31.15%	11.79%	13.29%	12.69%
Roosevelt	801	765	25.34%	26.80%	5.74%	32.21%	30.33%	-5.85%	6.24%	6.01%	-3.67%
Santa Monica Alt.	225	227	29.78%	33.92%	13.91%	28.89%	30.40%	5.22%	6.67%	6.17%	-7.49%
Santa Monica HS	2,806	2,822	49.11%	50.00%	1.81%	19.49%	22.82%	17.07%	13.97%	15.34%	9.83%
Webster	276	258	45.65%	37.21%	-18.49%	31.88%	28.29%	-11.26%	7.61%	6.98%	-8.31%
Will Rogers	556	555	29.50%	30.99%	5.07%	26.80%	30.63%	14.30%	5.22%	5.59%	7.09%
<b>District Total</b>	<b>10,947</b>	<b>10,725</b>	<b>36.17%</b>	<b>36.99%</b>	<b>2.25%</b>	<b>27.34%</b>	<b>26.29%</b>	<b>-3.83%</b>	<b>10.26%</b>	<b>10.34%</b>	<b>0.80%</b>
Sample Site 19	##,###	##,###	##%	##%	%	##%	##%	%	##%	##%	%

Data as of 6/12/2019

**Table A4.4*****School Connectedness and Academic Motivation Scales***

	Grade 5 %	Table
<b>School connectedness</b>		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	83	A4.8
High	60	
Moderate	39	
Low	2	
<b>Academic motivation</b>		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	85	A4.9
High	44	
Moderate	34	
Low	23	

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

*Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3), and “Yes, all of the time” (4). The following thresholds were used to classify question averages into “High,” “Moderate,” and “Low” categories:*

*School Connectedness (High:  $>3$ ; Moderate:  $\geq 2$  and  $\leq 3$ ; Low:  $< 2$ ).*

*Academic Motivation (High:  $> 3.5$ ; Moderate:  $\geq 3$  and  $\leq 3.5$ ; Low:  $< 3$ ).*

**Table A4.5*****Caring Adults in School Scale Questions***

	Grade 5 %
<b>Caring adults in school</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	78
<b><i>Do the teachers and other grown-ups at school... care about you?</i></b>	
No, never	3
Yes, some of the time	14
Yes, most of the time	6
Yes, all of the time	76
<b><i>listen when you have something to say?</i></b>	
No, never	8
Yes, some of the time	13
Yes, most of the time	38
Yes, all of the time	41
<b><i>make an effort to get to know you?</i></b>	
No, never	5
Yes, some of the time	24
Yes, most of the time	41
Yes, all of the time	30

*Question ES A.16, 24, 27: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. School Violence, Victimization, and Safety

**Table A7.1**

*Perceived Safety at or Outside of School*

	Grade 5 %
<b>Do you feel safe at school?</b>	
No, never	0
Yes, some of the time	10
Yes, most of the time	44
Yes, all of the time	47
<b>Do you feel safe on your way to and from school?</b>	
No, never	2
Yes, some of the time	10
Yes, most of the time	24
Yes, all of the time	65

*Question ES A.58, 59: Do you feel safe at school?... Do you feel safe on your way to and from school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.6**  
**Anti-Bullying Climate Scale Questions**

	Grade 5 %
<b>Anti-bullying climate</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	78
<b>Teachers and other grown-ups make it clear that bullying is not allowed.</b>	
No, never	2
Yes, some of the time	2
Yes, most of the time	6
Yes, all of the time	90
<b>If you tell a teacher that you’ve been bullied, the teacher will do something to help.</b>	
No, never	2
Yes, some of the time	10
Yes, most of the time	25
Yes, all of the time	63
<b>Students at your school try to stop bullying when they see it happening.</b>	
No, never	14
Yes, some of the time	38
Yes, most of the time	37
Yes, all of the time	11

*Question ES A.38-40: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you’ve been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?*

*Note: Cells are empty if there are less than 10 respondents.*