School Year: **2020-21**

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		

Purpose and Description

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

⊠ Schoolwide Program
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. Please note that some data is incomplete or is not included as the school district closed for in-person learning due to the COVID-19 pandemic. Many summative assessments could not be administered in the 2019-2020 school year.

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. DATA IS FROM THE 2018-2019 SCHOOL YEAR AND WERE USED TO INFORM GOALS FOR THE 2019-2020 SCHOOL YEAR. DUE TO THE COVID-19 SCHOOL CLOSURES ASSESSMENTS AND SURVEYS COULD NOT BE COMPLETED. GOALS WILL BE CARRIED OVER INTO THE 2020-2021 SCHOOL YEAR AND A PLAN TO COLLECT WILL BE IMPLEMENTED.

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. ALTHOUGH THE PHYSICAL CAMPUS WAS CLOSED IN MARCH DUE TO COVID-19, ALL TEACHER OBSERVATIONS WERE CONDUCTED AND MEETINGS WERE CONDUCTED TO EVALUATE AND REFLECT ON BEST PRACTICES AND AREAS OF GROWTH.

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. DUE TO THE COVID-19 SCHOOL CLOSURE WE WERE UNABLE TO ADMINISTER SUMMATIVE ASSESSMENTS SUCH AS THE CAASPP. THIS DATA WOULD BE USED TO INFORM OUR SCHOOL GOALS FOR THE SUBSEQUENT YEAR. AS A RESULT, GRANT SCHOOL IS CARRYING OVER THE SCHOOL GOALS FROM THE 2019-2020 SCHOOL YEAR.

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 Peer-Assisted Learning Strategies (PALS) program. 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 dedicated weekly staff collaboration 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 adopted, 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, Anti-bias/Anti-racism, 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 Instrucational 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, 2.5 Specialized Academic Instruction teachers, and 2.0 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 dedicated weekly staff collaboration time. Teachers also utilize common planning time during Physical Education 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 adopted, 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. During the 2020-2021 school year required student instructional minutes will be guided by SB 98 which mandates that all synchronous and asynchronous be combined to meet the following minimums: TK-1st grade: 180 min.; 2nd-3rd: 230 min.; 4th-5th: 240 min.

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. Intervention materials (i.e. SIPPS, English 3D) are used for students based on assessment data. All students have textbooks available. Grant School has created a Literacy Center coordinated and run by the Intructional 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 utilizes 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 allows for students to remain in the Least Restrictive Environment. In addition, at-promise Kindergarten and first-grade readers participate in the Peer-Assisted Learning Strategies (PALS) program; at-promise second-grade students engage in the SIPPS Reading Intervention program; and Long-Term English Learner (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 whole group, small group, and one-on-one instruction across the core content areas, CGI, Readers' and Writers' Workshop, Responsive Classroom, and 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)

Grant School's SPSA is reviewed and approved by the SSC, ELAC, and school site staff. 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 2019-2020 and 2020-2021 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 2019-2020 school year:
- September 18, 2019
- October 16, 2019
- November 20, 2019
- December 18, 2019
- January 15, 2020
- February 19, 2020
- March 18, 2020 - Cancelled due to COVID-19
- May 20, 2020

The Grant School ELAC met on the following dates during the 2019-2020 school year:
- September 4, 2019
- October 16, 2019
- November 6, 2019
- February 6, 2020
- April 1, 2020
- May 20, 2020

The Grant School Site Council will meet on the following dates during the 2020-2021 school year:
- Monday, September 21, 2020
- Monday, October 19, 2020
- Monday, November 16, 2020
- Monday, December 14, 2020
- Monday, January 25, 2021
- Monday, February 22, 2021
- Monday, March 22, 2021
- Monday, April 19, 2021
- Monday, May 17, 2021

The Grant ELAC will meet on the following dates during the 2020-2021 school year:
- Wednesday, October 7, 2020
- Wednesday, November 10, 2020
- Wednesday, January 6, 2021
- Wednesday, March 3, 2021

Resource Inequities

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

Because Grant School does not qualify for Title I funds as do some other schools in the school district, support must be provided by limited funds provided by the District and from the Education Foundation and Parent/Teacher Association..

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	%	0.34%	1		2
African American	10.40%	10.99%	10.82%	63	63	63
Asian	6.27%	6.46%	8.25%	38	37	48
Filipino	1.16%	1.22%	0.86%	7	7	5
Hispanic/Latino	29.37%	29.67%	28.18%	178	170	164
Pacific Islander	%	%	0%			0
White	47.19%	46.6%	48.28%	286	267	281
Multiple/No Response	0.17%	0.35%	2.92%	1	2	2
			Total Enrollment	606	573	582

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	108	109
Grade 1	100	96	91
Grade 2	93	99	101
Grade3	85	92	104
Grade 4	98	83	92
Grade 5	114	95	85
Total Enrollment	606	573	582

Conclusions based on this data:

1. Grant School's enrollment numbers have declined very slightly over the last couple of years but increased slightly in the 2019-2020 school year.

2. Enrollment has declined very slightly during distance learning as a small minority of parents enroll their children in homeschool or in-person academy settings during the COVID-19 school closure in the Spring and Fall of 2020.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	50	55	56	8.3%	9.6%	9.6%
Fluent English Proficient (FEP)	65	65	72	10.7%	11.3%	12.4%
Reclassified Fluent English Proficient (RFEP)	3	4	6	5.8%	8.0%	10.9%

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 increased from 2017 - 2020.

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	91	94	82	90	97.9	98.8	97.8
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	266	317	279	265	98.1	97.2	98.5

* 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:

1. CAASP TESTING WAS NOT CONDUCTED IN THE 2019-2020 SCHOOL YEAR DUE TO COVID-19 SCHOOL CLOSURES. AS A RESULT, WE DID NOT ADMINISTER SUMMATIVE ASSESSMENTS TO STUDENTS AND COULD COLLECT NO DATA. BELOW IS THE DATA FROM THE PREVIOUS SCHOOL YEAR.

    GRANT SCHOOL, HOWEVER, WAS NAMED A TOP LA COUNTY PUBLIC SCHOOL FOR CLOSING THE ACHIEVEMENT GAP FOR OUR LOW-INCOME AFRICAN-AMERICAN STUDENTS RANKING #9 IN ENGLISH/LANGUAGE ARTS.

    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.

2. *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.

3. The increase in students having met or exceeded the standard is due in part to a school focus on Speaking and Listening strategies that were targeted towards ELs but in turn, were beneficial to all learners. Enrollment has remained relatively stable with very slight decreases and increases over the three-year period. Additionally, there has been a 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:

1. CAASP TESTING WAS NOT CONDUCTED IN THE 2019-2020 SCHOOL YEAR DUE TO COVID-19 SCHOOL CLOSURES. AS A RESULT, WE DID NOT ADMINISTER SUMMATIVE ASSESSMENTS TO STUDENTS AND COULD COLLECT NO DATA. BELOW IS THE DATA FROM THE PREVIOUS SCHOOL YEAR.

   GRANT SCHOOL, HOWEVER, WAS NAMED A TOP LA COUNTY PUBLIC SCHOOL FOR CLOSING THE ACHEIVEMENT GAP FOR OUR LOW-INCOME AFRICAN-AMERICAN STUDENTS RANKING #8 IN MATHEMATICS.

   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.

2. *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.

3. Enrollment has remained relatively stable with very slight decreases and increases over the three-year period. Additionally, there has been a 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	*	1426.2	*	1442.6	*	1387.0	*	11
Grade 1	*	1483.0	*	1477.3	*	1488.4	*	11
Grade 2	*	*	*	*	*	*	*	10
Grade 3	*	*	*	*	*	*	*	9
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	*
All Grades							50	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
K	*	27.27	*	36.36	*	27.27		9.09	*	11
1	*	18.18	*	45.45		36.36	*	0.00	*	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	64.00	26.00	24.00	46.00	*	20.00	*	8.00	50	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
K	*	54.55	*	18.18		18.18		9.09	*	11
1	*	18.18	*	63.64		18.18	*	0.00	*	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	74.00	44.00	*	38.00	*	12.00	*	6.00	50	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
K	*	0.00	*	54.55	*	36.36	*	9.09	*	11
1	*	36.36	*	27.27	*	18.18	*	18.18	*	11
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	18.00	38.00	38.00	*	30.00	*	14.00	50	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
K	*	45.45	*	45.45		9.09	*	11
1	*	54.55	*	45.45	*	0.00	*	11
3	*	*	*	*	*	*	*	*
All Grades	74.00	40.00	22.00	54.00	*	6.00	50	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
K	*	45.45	*	45.45		9.09	*	11
1	*	18.18	*	81.82	*	0.00	*	11
All Grades	82.00	56.00	*	38.00	*	6.00	50	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
K	*	0.00	*	90.91	*	9.09	*	11
1	*	36.36	*	45.45	*	18.18	*	11
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	42.00	14.00	42.00	70.00	*	16.00	50	50

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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
K	*	45.45	*	36.36		18.18	*	11
1	*	36.36	*	54.55	*	9.09	*	11
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	46.00	40.00	48.00	48.00	*	12.00	50	50

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
573	**28.8**	**9.6**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	55	9.6
Homeless	2	0.3
Socioeconomically Disadvantaged	165	28.8
Students with Disabilities	80	14.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	11.0
Asian	37	6.5
Filipino	7	1.2
Hispanic	170	29.7
Two or More Races	27	4.7
White	267	46.6

Conclusions based on this data:

1. Grant School is a diverse school with various race and ethnicity representation. The data in this chart does not reflect the 2019-2020 school year as the template did not provide for that data.

2. Nearly 30% of Grant School students are Socioeconomically Disadvantaged. Grant School does not qualify for Title I funds despite this significant percentage.

3. The EL population is a relatively low number as a total number of the student population. In 2019, the EL population was 9.6% of the total student population at Grant School.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. CAASPP TESTING WAS NOT CONDUCTED DUE TO COVID-19 SCHOOL CLOSURE. The historical data shows that 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. The rate of chronic absenteeism decreased from the 2017-2018 to the 2018-2019 school year. There were zero student suspensions in the 2019 - 2020 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:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
58.6 points above standard	33 points above standard	0 Students
Declined -10.3 points	Increased Significantly ++18.1 points	
264	29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
0 Students	14.1 points above standard	23 points below standard
	Declined -7.5 points	Declined -13.3 points
	86	53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
18.8 points above standard	0 Students	56.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.7 points		Declined Significantly -30.6 points	5
31		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
25.8 points above standard	83.4 points above standard	0 Students	92.6 points above standard
Maintained ++1.9 points	Increased ++14.9 points		Declined -14.9 points
90	16		110

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0.4 points above standard	79.2 points above standard	62.1 points above standard
Declined -7.4 points	Increased Significantly ++52 points	Declined -13.4 points
17	12	207

Conclusions based on this data:

1. CAASPP TESTING WAS NOT CONDUCTED DUE TO COVID-19 SCHOOL CLOSURE. The achievement gap between Hispanic and White students continues despite increased achievement by both subgroups. Grant School was recognized in the 2020 Top Public Schools report by USC Rossier School and Innovate Public Schools as closing the achievement gap for low-income African-American students. Grant was listed as #9 in ELA in the County on this report.

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
40.1 points above standard	4.3 points below standard	
Declined -10.9 points	Increased ++4.5 points	
262	29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Orange
	2.9 points below standard	26.4 points below standard
	Declined -7.5 points	Declined -13.5 points
	86	51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
0.8 points below standard		68.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.6 points		Declined -6.5 points	
31		11	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Green
5.5 points above standard	63 points above standard		73.3 points above standard
Maintained -2.7 points	Increased ++9.2 points		Declined Significantly -15.1 points
89	16		110

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
24.9 points below standard	24.8 points above standard	44.8 points above standard
Declined Significantly -17.8 points	Increased Significantly ++36.7 points	Declined -13.6 points
17	12	205

Conclusions based on this data:

1. CAASPP TESTING WAS NOT CONDUCTED DUE TO COVID-19 SCHOOL CLOSURE. The achievement gap between Hispanic and White students continues despite increased achievement by both subgroups. Grant School was recognized in the 2020 Top Public Schools report by USC Rossier School and Innovate Public Schools as closing the achievement gap for low-income African-American students. Grant was listed as #8 in Mathematics in the County on this report.

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 percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
36.1 making progress towards English language proficiency
Number of EL Students: 36
Performance Level: Low
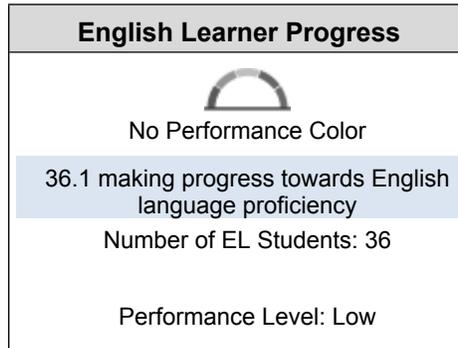
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	38.8	13.8	22.2

Conclusions based on this data:

1. *39% of Grant's ELs maintained at ELPI Level 1, 2L, 2H, 3L, or 3H. 25% decreased one ELPL level. 14% maintained at Level 4 and 22% of students progressed at least one ELPI level.

2. Based on the data, it is evident that a priority should be to identify and support programs and strategies that would foster greater achievement among our EL students.

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.

2019 Fall Dashboard College/Career Equity Report

| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
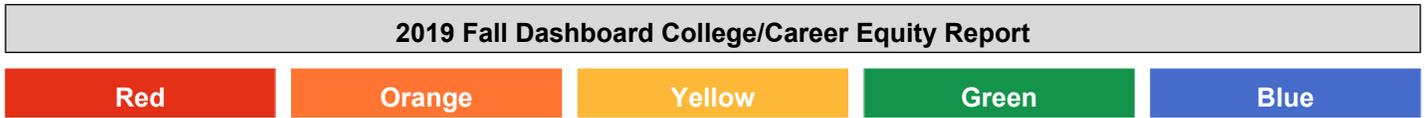
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
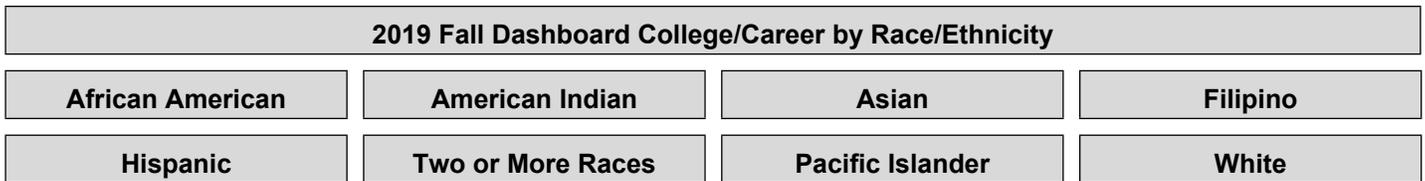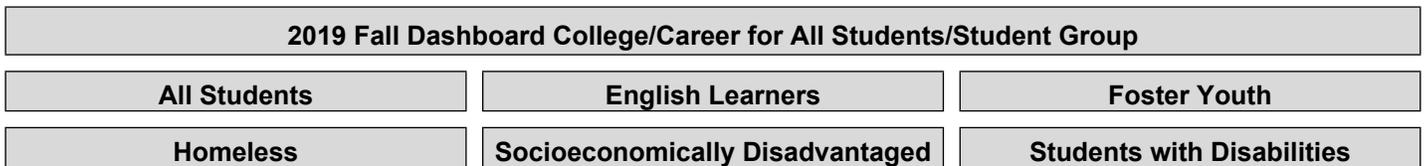
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared
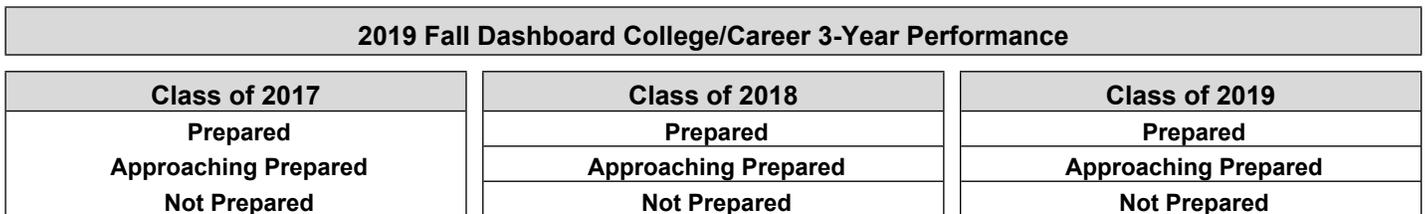
Conclusions based on this data:

1. There is no reported data that supports College and Career activities although the school did engage in this work through classroom lessons and assemblies that introduce various careers and pathways to students.

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:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	3
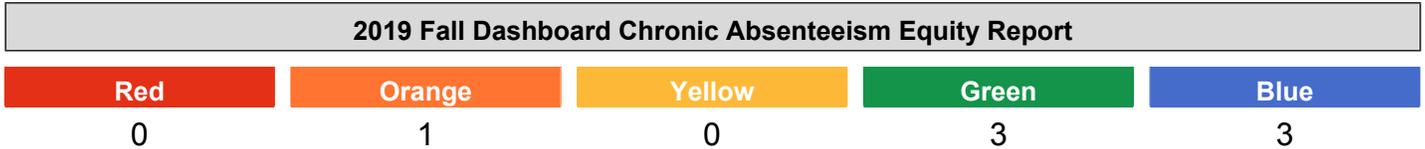
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
5	5.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -3.9	0
583	56	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	8.5	5.3
3	Declined -2	Declined -3.7
	189	94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	No Performance Color
1.6	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1	0	Declined -9.8	8
64		37	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
10.2	10.3	Less than 11 Students - Data Not Displayed for Privacy	1.5
Increased +2.5	Declined -1.8	0	Declined Significantly -3.4
176	29		269

Conclusions based on this data:

1. *ELLs, 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.

3. *While according to the data there was an increase in Hispanic students attendance this number still sits in the Orange zone and needs to be addressed.

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

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
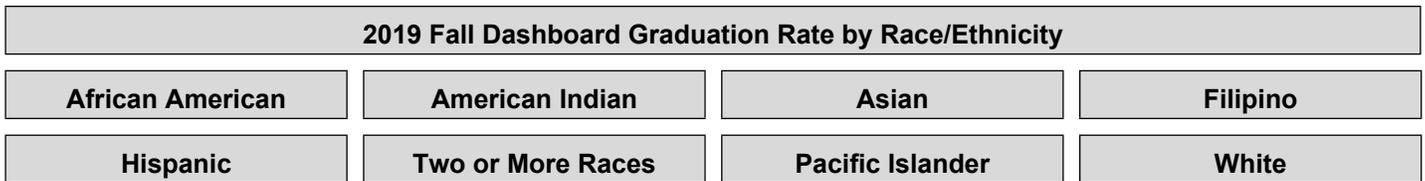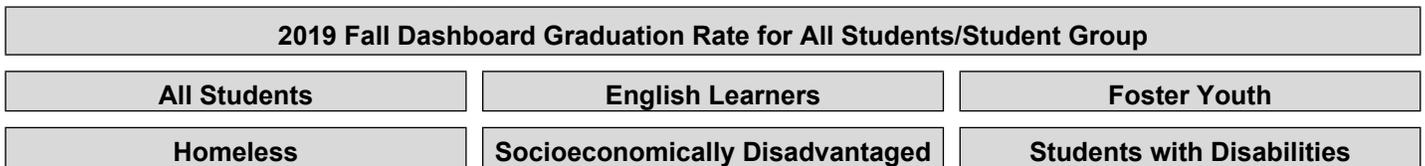
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
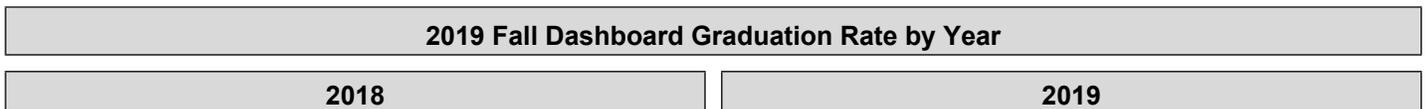
Conclusions based on this data:

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	7
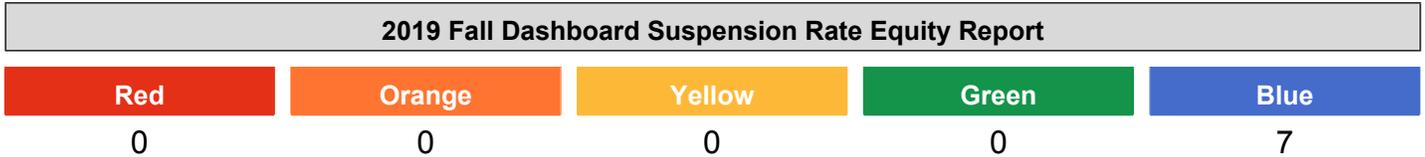
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Maintained 0	1
590	56	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
4	Maintained 0	Maintained 0
	193	97

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue		Blue	No Performance Color
0		0	Less than 11 Students - Data 8
Maintained 0		Maintained 0	
66		37	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
177	29		273

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Suspension is not a strategy 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 2019-2020 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

While the CAASPP assessements were not administered during the 2019-2020 school year due to COVID-19 school closures, CAASPP data for the prior 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 implementation of the PALs literacy development program in Kindergarten and First grades has fostered greater achievement in literacy among our lowest achieving students in these grades. Similarly, PALs has been piloted in the 4th grade and data is continuing to be analyzed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Percent of students who have met or exceeded the standard as measured by CAASPP. - Proficiency levels of students in grades K-2 as measured by the FastBridge Reading	2018 - 2019: 78% of all students met or exceeded the standard in ELA as measured by the CAASPP. 2018 - 2019: 73% met or exceeded the standards in Mathematics as	2019 - 2020 expected outcome: ELA: 80% of all students will meet or exceed the standard as measured by the CAASPP. 2019 - 2020 expected outcome: Mathematics: 77% of all students will meet

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and Math assessments.	measured by the CAASPP.	or exceed the standard as measured by the CAASPP. • 2019 - 2020 expected outcome: Students will increase their scale score by at least one point on school-wide writing and math common assessments.

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.
- Continue the Implementationof a new Project-Based Learning (Deep Learning) year-long activity for all students grades TK - 5.
- Provide Instructional Assistants equitably to classrooms in grades TK-3 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.
- Model to students strategies that will enable them to provide to their peers meaningful feedback in a distance learning and hybrid model.
- 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.
- Provide daily 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, First, Second, and Fourth grades.
- 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 (should testing resume for the 2020-2021 school year.)
- Construct viable and valid arguments from evidence and critique the reasoning of others across academic and social settings.
- Provide peers with meaningful feedback in a distance learning and hybrid model.
- 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. This activity will enhance instruction to make progress toward closing the achievement gap.
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
12,797.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Purchase of TC Units of Study, including training resources, to assist in professional development in literacy and writing across the grade levels.
8,640	District Funded 1000-1999: Certificated Personnel Salaries Provide substitute coverage for certificated staff to engage in vertical articulation/team data review and planning/Deep Learning PD for a total of 2 days each when in-person teaching and learning resume.
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 TK-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

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)

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 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
	Support vertical articulation
15,000.00	Parent-Teacher Association (PTA) None Specified Curriculum and supplemental materials and supplies to provide to students across all grade levels

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 to development in students who are learning English oral language, reading, spelling, and writing skills.
1,000.00	Parent-Teacher Association (PTA) None Specified Purchase Site License for Mystery Science
6,595.00	Parent-Teacher Association (PTA) None Specified Purchase of student licenses for Front Row Intervention (Freckle) for ELA, Science, Social Studies, and Mathematics

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)	Source(s)
30,000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures 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)	Source(s)
2,500.00	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: 2019-20

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 ANNUAL CAASPP TESTING WAS NOT ADMINISTERED IN THE 2019-2020 SCHOOL YEAR DUE TO COVID-19 SCHOOL CLOSURES. BELOW IS THE MOST RECENT DATA.

Grant School was recognized in the 2020 Top LA County Public Schools report by USC Rossier School and Innovate Public Schools as closing the achievement gap for low-income African-American students. Grant was listed as #8 in Mathematics and #9 in English/Language Arts in this report.

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.

The expected outcome to this goal is heavily-reliant upon the administration of the CAASPP in the Spring of 2021. No major changes to the goal or funding for the 2020-2021 school year. The annual outcomes goals will remain from last year's plan which was 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

THE ANNUAL CAASPP TESTING WAS NOT ADMINISTERED IN THE 2019-2020 SCHOOL YEAR DUE TO COVID-19 SCHOOL CLOSURES. FOLLOWING IS THE MOST RECENT DATA. 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
ASSESSMENTS NOT CONDUCTED DUE TO COVID-19 SCHOOL CLOSURE. FOLLOWING IS THE MOST RECENT DATA. Percent of students who have met or exceeded the standard as measured by CAASPP.	2018 - 2019: • 47% of EL students met or exceeded the standard in ELA • 47% met or exceeded the standards in Mathematics as measured by the CAASPP.	2019 - 2020 and 2020-2021: • ELA - 57% of EL students will meet or exceed the standard as measured by CAASPP. • Mathematics - 57% of EL students will meet or exceed the standard as measured by the CAASPP.
ASSESSMENTS NOT CONDUCTED DUE TO COVID-19 SCHOOL CLOSURE. FOLLOWING IS THE MOST RECENT DATA. Proficiency levels of students in grades K-2 as measured by the	Winter 2019: • FastBridge Reading Assessment: 71% of all K-2 students were in the "low risk" category.	2019 - 2020 and 2020-2021: 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge Reading assessments.	• The following data indicates how specific subgroups performed: White: 80%; African-American 75%; Hispanic 50%	the plan, student subgroups "low risk" percentages will rise.

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. Designated ELD will be incorporated into the daily instructional schedule per state law.

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

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.
3,318.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis.14 days at @ $237.

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 in grades TK - Grade 2 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)

Amount(s)	Source(s)
5,000.00	Parent-Teacher Association (PTA) All students, including ELs, will be given equitable opportunities for off campus learning opportunities when on-campus learning resumes.
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 if on-campus learning resumes. This activity may take place virtually and the expectation is that there will be a financial cost to the school for its students to particiapate.

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)
18,884.00	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.
57,130.00	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 all core content areas including Social/Emotional

| | Learning and will collaborate with teachers on planning and implementing effective lessons. |

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 PLC 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 may participate in four full-days of collaboration to engage 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)
	Monthly meetings focused on SLT Goals for English Learners
5,000.00	Site Formula Funds 0001-0999: Unrestricted: Locally Defined PLC Meetings/Conferences

Annual Review

SPSA Year Reviewed: 2019-20

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. DUE TO COVID-19 SCHOOL CLOSURE MANY OF THE ASSESSEMENTS WERE NOT ADMINISTERED.

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.

These annual expected outcomes are heavily-reliant on the administration of the CAASPP in the Spring of 2021. No major changes to the goal for the 2020-2021 school year. THE ANNUAL CAASPP TESTING WAS NOT ADMINISTERED IN THE 2019-2020 SCHOOL YEAR DUE TO COVID-19 SCHOOL CLOSURES. 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

DUE TO COVID-19 SCHOOL CLOSURE SUMMATIVE ASSESSMENTS COULD NOT BE ADMINISTERED. THE FOLLOWING ARE GOALS THAT WILL CARRY-OVER TO THE 2020-2021 SCHOOL YEAR.
- 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. Unfortunately, because of the school closure due to COVID-19 we were not able to conduct the surveys we would normally with regards to feeling safe and connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
No survey given in 2019-2020 school year due to COVID-19. Percent of students who have indicated they feel safe and supported at school(California Healthy Kids Survey, Grade 5)	2019-2020: California Healthy Kids Survey Grade 5: Student School Connectedness: Goal: 87% (actual 84%); Students feeling safe at school: Goal: 95% (actual 88%)	2020-2021: California Healthy Kids Survey Grade 5: Student School Connectedness: 87%; Students feeling safe at school: 95% (*if CHKS is administered)
No meaningful attendance data could be analyzed from the 2019-2020 school year due to COVID-19. Chronic absenteeism percentages (A2A Attendance Data - All grades)	A2A Attendance Data: All grades: Chronically Absent Rates: 2017-2018: 5.8% No meaningful data acquired in the 2019-2020 school year due to COVID-19 school closure.	A2A Attendance Data: All grades: Chronically Absent Rates: 2020-2021: 3.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
No survey given in 2019-2020 school year due to COVID-19.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. (This data is from 2018-2019; no survey administered in 2019-2020.	OLWEUS 2021 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. Teachers engaged in advanced training of the Responsive Classroom social/emotional learning program in August 2020.

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 0001-0999: Unrestricted: Locally Defined Olweus assemblies and materials to support school expectations
1,000.00	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)

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 Health Center and other agencies to provide counseling to students

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

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, were offered less-advanced training this school year. One cohort of teachers who attended the week-long seminar in 2019 attended the advanced training in August 2020. 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)
4,500.00	Stretch Grant (Ed Foundation)

	5000-5999: Services And Other Operating Expenditures Responsive Classroom training for teachers and staff

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

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 fpr 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: 2019-20

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.

Unfortunately, because of the school closure due to COVID-19 we were not able to conduct the surveys we would normally with regards to feeling safe and connected to the school. Following is the data from the last full on-campus school year (2018-2019). Our goals for 2020-2021 will be based on this data. The strategies outlined in the 2019-2020 SPSA and SIP were implemented on time per internal goals and timelines until school closure in March 2020. 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.

- 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.

- 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.

- 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.

- On the 2018 survey, 8% of all boys and girls in grade 3 reported having 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.

- On the 2018 survey, 18% of all boys and girls in grade 4 reported having 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 time per month. This data shows an 11% decline in reporting that they have been "bullied" 2-3 times per month.

- 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".

- 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.

- 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.

Attendance Data:
- There is no meaningful attendance data to report as the school was shut down in March 2020 due to COVID-19.
- 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.

There will be no changes to the goal for the 2020-2021 school year. 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 2020-2021: 3.5%

Teachers will:

- Implement positive behavior and academic strategies and interventions based on student needs 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	$392,150.00

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	$26,297.00
Lottery: Instructional Materials	$8,900.00
Parent-Teacher Association (PTA)	$50,928.00
Site Based Gifts and Donations	$5,000.00
Site Formula Funds	$247,641.00
Stretch Grant (Ed Foundation)	$53,384.00

Subtotal of state or local funds included for this school: $392,150.00

Total of federal, state, and/or local funds for this school: $392,150.00

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
Rachel Mauck	Classroom Teacher
Lillian Chen	Classroom Teacher
Florencia Rams	Other School Staff
Petra Wolfe	Other School Staff
Jennifer Elias	Parent or Community Member
Emily Dawe	Parent or Community Member
Cori Goldberg	Parent or Community Member
Jim Mignano	Parent or Community Member
Becky MacFarlane	Parent or Community Member
Stacey Tennenbaum	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 October 19, 2020.

Attested:
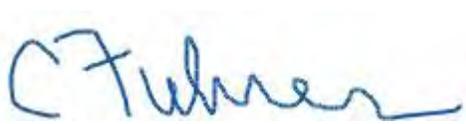
	Principal, Mr. Christian Fuhrer on 11-4-2020
	SSC Chairperson, Ms. Cori Goldberg on 11-4-2020

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†	84	A4.3
Academic motivation†	84	A4.3
Caring adults in school†	80	A4.3
High expectations-adults in school†	93	A4.3
Meaningful participation†	47	A4.3
Facilities upkeep†	71	A4.10
Parent involvement in schooling†	83	A8.2
Social and emotional learning supports†	84	A5.1
Anti-bullying climate†	79	A7.6
School Safety		
Feel safe at school†	88	A7.1
Feel safe on way to and from school†	94	A7.1
Been hit or pushed	22	A7.2
Mean rumors spread about you	31	A7.2
Called bad names or target of mean jokes	37	A7.2
Saw a weapon at school¶	3	A7.5
School Disciplinary Environment		
Rule clarity†	86	A6.2
Students well behaved†	47	A6.4
Students treated fairly when break rules†	63	A6.1
Students treated with respect†	83	A6.1
Substance Use and Physical/Mental Health		
Alcohol or drug use	32	A9.1
Marijuana use	0	A9.1
Cigarette use	0	A10.1
Vaping	0	A10.1
Late bedtime (after 10 pm)	10	A11.2
Experienced sadness†	8	A11.4

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

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

¶*Past 12 months.*

Grant Elementary School Implementation Plan / 2020-2021 /Santa Monica-Malibu School District

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

2020-2021 Focus: This focus is being carried over into the 2020-2021 school year as our efforts were interrupted due to COVID-19. Grant Elementary students will construct viable and valid arguments from evidence and critique the reasoning of others across academic and social settings. Students will provide peers with meaningful feedback in a distance learning and hybrid model.

Outcome: Students will increase scale score as measured by the CAASPP (if testing occurs), increase by at least one point on school-wide writing and math assessments, and will be measured by formal and informal observation. Students will also report that they feel safe and supported as measured by surveys and observation.

Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
What skills/behaviors do we want to see STUDENTS demonstrating?	**What instructional practices will best support the development of students' skills?**	**How will staff be supported as part of collaboration, staff meetings, centralized PD, and expertise of teacher leaders?**	**What evidence of learning informs our progress and improve our collective actions? Assessments, student work, and observation of student learning (Success Indicators)**	**What timelines should guide our collective work?**
Across curricular areas, students will:	*Across curricular areas, staff will:*	Subs for planning time for vertical articulation regarding school focus (when back for on-campus learning)	On-Demand Opinion, Narrative, and Informational Writing Assessments	[2020-2021 District Calendar](#)
Locate, analyze and utilize key ideas and details to construct valid arguments	Provide integrated and designated ELD	District-level math specialist and site-level math leaders will provide PD on math vocabulary and comprehension instruction.	Common Formative Reading Assessments	[2020-2021 District K-5 Assessment Calendar](#)
Understand, analyze, respond to, and critique the reasoning of others	Engage in 5-minute mini-lessons on number talk before students engage in math story problems	Support from District Literacy and Language Coordinator in creating lessons and strategies for instructing EL students during Designated ELD.	Common Formative Math Assessments	[2020-2021 Grant Professional Development Meeting Calendar](#)
Demonstrate appropriate use of academic vocabulary	Provide explicit academic vocabulary instruction		CAASPP Interim Assessments in grades 3, 4, 5	Create a school-wide assessment calendar factoring in the district assessment calendar and school site Professional Development calendar
Recognize and implement the key features of opinion and informative writing.	Utilize sentence frames	Continued Responsive Classroom training for teachers and IAs	Teacher observation of student interactions in both academic and social settings online and in-person when a hybrid model is implemented	Establish and refine a plan for delivering specific ELD instruction
Comprehend grade level text	Develop math tasks and differentiated scaffolds/strategies to support EL in communicating their mathematics reasoning	Provide PALS training for staff for struggling readers across grade-levels		
Utilize proven digital platforms to provide and collect meaningful feedback to class peers	Develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships	Provide Lexia lab time and access, including providing funding for 2 aides to manage this intervention opportunity	Pre- and post-survey results (Olweus, School Climate, California Healthy Kids Survey) focused on if students feel "safe and supported" while at school or engaged in virtual classes.	
	Engage in an ongoing cycle of inquiry within teams	Provide Academic Vocabulary Toolkit classes for EL students including providing funding for staff to implement this intervention		
	Provide anti-bias/anti-racist lessons for students	Support for Deep Learning		
	Utilize proven digital platforms to provide and collect meaningful feedback from students.			

		Cohort through school-wide projects and initiatives Continue Social Justice and Restorative Justice training utilizing district-provided specialists Purchase curriculum and digital resources that support the schoolwide focus.		