

School Year: **2021-22**



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	November 15, 2021	December 16, 2021

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 and the 2020-2021 school years.

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. SOME 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 HAVE BEEN ADJUSTED AND CARRIED OVER INTO THE 2021-2022 SCHOOL YEAR.

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 FROM MARCH 2020 THROUGH MARCH 2021 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. data from the 2018 - 2019, 2019 - 2020, and 2020 - 2021 school years were used by the School Leadership Team (SLT), along with certificated and classified staff members to collaboratively develop the School Implementation Plan for the 2021 - 2022 school year (attached). This document includes goals and evidence-based instructional strategies and action steps 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 FROM MARCH 2020 THROUGH MARCH 2021, 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 2020-2021 SCHOOL YEAR WITH SOME ADJUSTMENTS.

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 Instructional Coach. In addition, support is provided to teachers from colleagues who have been trained as Math leaders, and the school's special education staff provides 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, Science, 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 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 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 (Transitional 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.

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-adapted, 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-adapted, 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 three, 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, PALS, etc.) 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 Instructional Coach which houses Leveled Literacy intervention kits, Teachers College Readers and Writers Workshop Units of Study, Teachers College Phonics Units, Fountas and Pinnel reading assessment kits, 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, first-grade, second-grade, and fourth-grade readers participate in the Peer-Assisted Learning Strategies (PALS) program (this program is being rolled out across the grades, and third-grade students will participate at a later date this school year); 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, Restorative Justice, and Social/Emotional Learning programs and 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 through school and district funding.

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. Parent Liaisons greatly assist the school's efforts in various areas and activities. In addition, parents are normally encouraged to volunteer regularly in the classroom and at school-wide events but has been curtailed during the pandemic due to health and safety rules.

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 at-promise 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, 2020-2021, and the 2021-2022 school years. Each of the groups, with the exception of the DLT, has provided input in the creation of the school's goals and this plan. Examples of stakeholder input include the ELAC recommending before and after-school language acquisition classes for EL students. In addition, the SSC suggested classes or programs that differentiated learning opportunities for all students, including academically more able students. Both of these suggestions were incorporated into the school's implementation plan.

The Grant School Site Council met on the following dates during the 2020-2021 school year:

- September 29, 2020
- October 19, 2020
- November 16, 2020

- January 25, 2021
- February 22, 2021
- March 22, 2021
- April 19, 2021
- May 17, 2021

The Grant School ELAC met on the following dates during the 2020-2021 school year:

- October 7, 2020
- November 4, 2020
- January 6, 2021
- March 3, 2021
- May 19, 2021

The Grant School Site Council will meet on the following dates during the 2021-2022 school year:

- Monday, September 20, 2021
- Monday, October 18, 2021
- Monday, November 15, 2021
- Monday, January 24, 2022
- Monday, March 21, 2022
- Monday, April 18, 2022
- Monday, May 16, 2022

The Grant ELAC will meet on the following dates during the 2021-2022 school year:

- Wednesday, September 1, 2021
- Wednesday, October 6, 2021
- Wednesday, November 10, 2021

*Additional dates to be scheduled for 2022

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, however, there are no resource inequities among students within the Grant School community.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.34%	0.4%		2	2
African American	10.99%	10.82%	10.0%	63	63	57
Asian	6.46%	8.25%	8.7%	37	48	50
Filipino	1.22%	0.86%	0.7%	7	5	4
Hispanic/Latino	29.67%	28.18%	27.1%	170	164	155
Pacific Islander	%	0%	%		0	
White	46.6%	48.28%	50.2%	267	281	287
Multiple/No Response	4.71%	2.92%	2.6%	27	17	15
	Total Enrollment			573	582	572

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	108	109	98
Grade 1	96	91	90
Grade 2	99	101	88
Grade3	92	104	96
Grade 4	83	92	106
Grade 5	95	85	94
Total Enrollment	573	582	572

Conclusions based on this data:

- Grant School's enrollment numbers have declined very slightly over the last couple of years but increased slightly in the 2019-2020 school year. There was a very slight decrease during the 2020-2021 school year. We believe this decrease is in part due to the pandemic and that families moved around due to job losses and hardships. Additionally, enrollment has declined very slightly during distance learning as a small minority of parents enrolled their children in homeschool programs or in-person academy settings during the COVID-19 school closure in Spring 2020 through Spring 2021, however, our student ethnicity composition has remained stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	55	56	49	9.6%	9.6%	8.6%
Fluent English Proficient (FEP)	65	72	51	11.3%	12.4%	8.9%
Reclassified Fluent English Proficient (RFEP)	4	6	7	8.0%	10.9%	12.5%

Conclusions based on this data:

1. Grant School's English Learner population has remained steady although has decreased by 1 percentage point throughout the last three years. EL students represent 8.6% of the total population at Grant.
2. The number of FEPs has decreased by 2.4% over a three-year period. The number of RFEPs 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 4.5% from 2018 - 2021.

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:

- BELOW IS THE DATA COLLECTED FROM THE 2018-2019 SCHOOL YEAR. CAASPP TESTING WAS NOT CONDUCTED IN THE 2019-2020 OR 2021-2021 SCHOOL YEARS 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.

FOLLOWING IS GRANT'S HISTORICAL DATA FROM THE LAST YEAR WE ADMINISTERED THE CAASPP ASSESSMENTS:

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

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

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

2016 - 2017: ELA Grade 3: 75% of students met or exceeded the standard.
 2017 - 2018: ELA Grade 4: 80% of students met or exceeded the standard.
 2018 - 2019: ELA Grade 5: 85% of students met or exceeded the standard. This data shows an increase of 10% by the same students over a three-year period.
- *Overall, 89% of students in grades 3-5 were above, at or near the standard in reading; 91.4% in writing; 93% in listening; 93% in Research/Inquiry as measured by the CAASPP.

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:

- BELOW IS THE DATA COLLECTED FROM THE 2018-2019 SCHOOL YEAR. CAASPP TESTING WAS NOT CONDUCTED IN THE 2019-2020 OR 2021-2021 SCHOOL YEARS 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 #8 IN MATHEMATICS.

FOLLOWING IS GRANT'S HISTORICAL DATA FROM THE LAST YEAR WE ADMINISTERED THE CAASPP ASSESSMENTS:

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

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

2017 - 2018: Math Grade 4: 77% of students met or exceeded the standard.
 2018 - 2019: Math Grade 5: 69% of students met or exceeded the standard. This data shows a decrease of 8% by the same students over a two-year period.
- *Overall, 84% of students were above, at or near the standard in Concepts & Procedures; 90% in Problem Solving & Modeling/Data Analysis; 90% in Communicating Reasoning. The Grant SLT analyzed the data and concluded that an area of focus will be to continue engaging students in number talks, develop math tasks and differentiated scaffolds/strategies to support ELs in communicating reasoning, and to develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships.
- 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	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
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. The data represented in this report is outdated and does not reflect information from the last school year.
2. There were 40 students who were administered the ELPAC summative assessment in the 2020-2021 school year. This number is down from 2018-2019 school year, the last year reflected in the SPSA.
3. The average overall performance level on the ELPAC summative assessment for these 40 students was level 3.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
582	31.6	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	9.6
Homeless	3	0.5
Socioeconomically Disadvantaged	184	31.6
Students with Disabilities	96	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	10.8
American Indian	2	0.3
Asian	48	8.2
Filipino	5	0.9
Hispanic	164	28.2
Two or More Races	17	2.9
White	281	48.3

Conclusions based on this data:


1. Grant School is a diverse school with various race and ethnicity representation.
2. 31.6% of Grant School students are Socioeconomically Disadvantaged. This is an increase from the previous year's percentage of 30%. 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 2019-2020, the EL population was 9.6% of the total student population at Grant School. The 2020-2021 school year saw a decrease in the EL population to 8.6%.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 FROM MARCH 2020-2021. 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. There were 2 suspensions in the 2020-2021 school year when classes resumed on campus in March 2021.
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

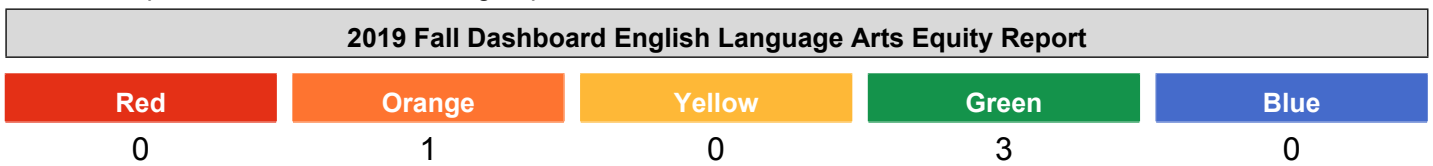
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.8 points above standard Maintained ++2.7 points 31	 No Performance Color 0 Students	 No Performance Color 56.6 points above standard Declined Significantly -30.6 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 25.8 points above standard Maintained ++1.9 points 90	 No Performance Color 83.4 points above standard Increased ++14.9 points 16	 No Performance Color 0 Students	 Green 92.6 points above standard Declined -14.9 points 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 Declined -7.4 points 17	79.2 points above standard Increased Significantly ++52 points 12	62.1 points above standard Declined -13.4 points 207

Conclusions based on this data:

1. CAASPP TESTING WAS NOT CONDUCTED IN THE 2019-2020 AND 2020-2021 SCHOOL YEARS 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 Los Angeles County on this report.
2. *The achievement gap between neurodiverse 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 and a focus on Speaking and Listening.

School and Student Performance Data

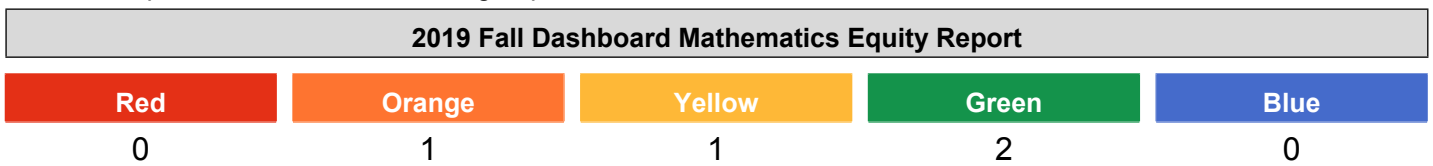
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0.8 points below standard Declined -4.6 points 31	 No Performance Color 63 points above standard Increased ++9.2 points 16	 No Performance Color 68.9 points above standard Declined -6.5 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.5 points above standard Maintained -2.7 points 89	 No Performance Color 63 points above standard Increased ++9.2 points 16	 No Performance Color 73.3 points above standard Declined Significantly -15.1 points 110	 Green 73.3 points above standard Declined Significantly -15.1 points 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 Declined Significantly -17.8 points 17	24.8 points above standard Increased Significantly ++36.7 points 12	44.8 points above standard Declined -13.6 points 205

Conclusions based on this data:

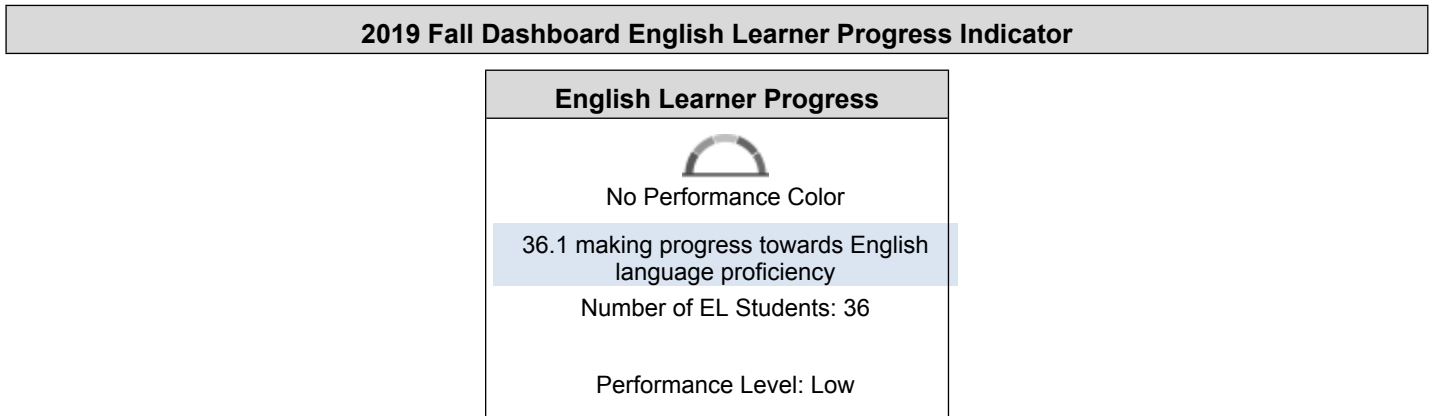
1. CAASPP TESTING WAS NOT CONDUCTED IN THE 2019-2020 AND 2020-2021 SCHOOL YEARS DUE TO THE COVID-19 SCHOOL CLOSURE. The achievement gap between Hispanic and White students continues despite increased achievement by both subgroups. Grant School was recognized in the 2020 Top Public Schools report by USC 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 Los Angeles County in this report.
2. *The achievement gap between neurodiverse students 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 and a focus on Speaking and Listening.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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:

- *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.
- Based on the data, it is evident that priority should continue to be given to identifying and supporting programs and strategies that would foster greater achievement among our EL students.

School and Student Performance Data

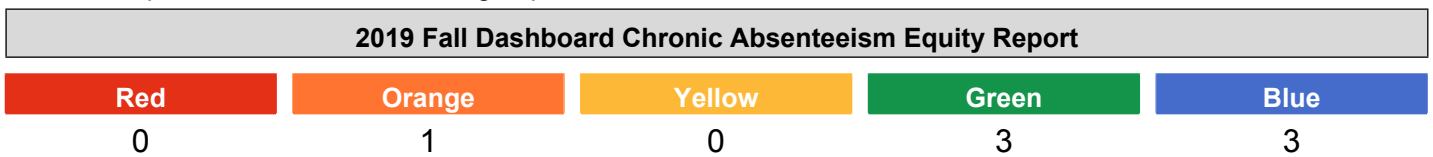
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5</p> <p>Declined -1.4</p> <p>583</p>	<p>English Learners</p> <p>Green</p> <p>5.4</p> <p>Declined -3.9</p> <p>56</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>8.5</p> <p>Declined -2</p> <p>189</p>	<p>Students with Disabilities</p> <p>Green</p> <p>5.3</p> <p>Declined -3.7</p> <p>94</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. THE STATE DID NOT COLLECT THIS DATA IN THE 2020-2021 SCHOOL YEAR. FOLLOWING ARE ANALYSIS FROM THE PREVIOUS YEARS.
2. *ELLs, Socioeconomically Disadvantaged, and Students with Disabilities were more chronically absent than White and African American students. 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 falls in the Orange zone and continues to need to be addressed.

School and Student Performance Data

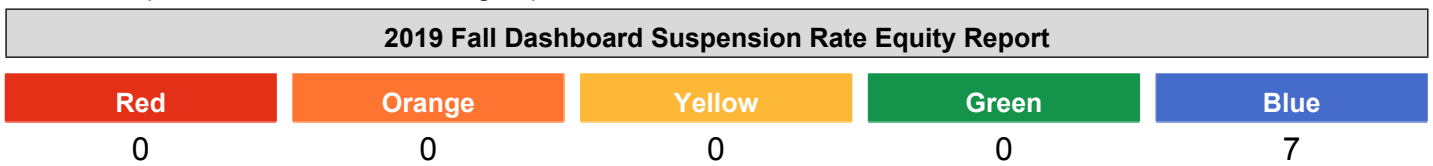
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 66	 No Performance Color 0 Maintained 0 29	 Blue 0 Maintained 0 37	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 177	 No Performance Color 0 Maintained 0 29	 No Performance Color 0 Maintained 0 273	 Blue 0 Maintained 0 273

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	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.
3. Grant did record two suspensions in the 2020-2021 school year. Other means of intervention were employed in these cases but the issues persisted and suspensions were issued in accordance with Education Code.

School and Student Performance Data

Local Assessment Data

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 82% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP.
- Mathematics: Increase to 78% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP.
- Increase to 82% the number of students in grades K - 2 who score in the "low risk" category on the FastBridge Reading Assessment.
- Increase to 82% the number of students in grades K - 2 who score in the "low risk" category on the FastBridge Math Assessment.

Identified Need

While the CAASPP assessments were not administered during the 2019-2020 and 2020-2021 school years 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 during that time period. 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 students with disabilities 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, First, and Second-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. At this writing, this intervention program has garnered great gains in the overall percentage of students who fall in the "low risk" category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • Percent of students who have met or exceeded the standard as measured by CAASPP. 	<ul style="list-style-type: none"> • 2018 - 2019: 78% of all students met or exceeded the standard in ELA as measured by the CAASPP. 	<ul style="list-style-type: none"> • 2021 - 2022 expected outcome: ELA: 82% of all students will meet or exceed the standard as measured by the CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> Proficiency levels of students in grades K-5 as measured by the FastBridge Reading and Math assessments. 	<ul style="list-style-type: none"> 2018 - 2019: 73% met or exceeded the standards in Mathematics as measured by the CAASPP. 2021 Fall Fastbridge Reading Assessment (students in low-risk category): K-5 Average: 81%; K-2 Average: 80%; 3-5 Average: 85% 2021 Fall Fastbridge Math Assessment (students in the low-risk category): K-5 Average: 79%; K-2 Average: 82%; 3-5 Average: 75% 	<ul style="list-style-type: none"> 2021 - 2022 expected outcome: Mathematics: 78% of all students will meet or exceed the standard as measured by the CAASPP. 2021 - 2022 expected outcome: Students will increase their scale score by at least one point on school-wide writing and math common assessments. Increase to 82% the number of students in grades K - 2 who score in the "low risk" category on the FastBridge Reading Assessment. Increase to 82% the number of students in grades K - 2 who score in the "low risk" category on the FastBridge Math Assessment.

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 Administration 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 implementation of a Project-Based Learning (Deep Learning) year-long activity for all students grades TK - 5. (This project was interrupted by the pandemic school closure.)

- provide Instructional Assistants equitably to classrooms in grades TK-3 to assist with supplemental instruction under the supervision of highly qualified teachers.
- provide subs for planning time for vertical articulation regarding school focus
- arrange support from District staff in creating lessons and strategies for instructing ELL students during Designated ELD blocks.
- provide Peer Assisted Learning Strategies (PALS) training for staff for struggling readers across grade-levels
- arrange for Lexia/Dreambox lab time and access, including providing funding for two support staff members to manage this intervention opportunity
- provide Academic Vocabulary Toolkit classes for ELL students including funding for staff to implement this intervention
- provide support for Deep Learning Cohort through school-wide projects and initiatives
- purchase curriculum and digital resources that support the schoolwide focus.

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.

- continue to place a focus on students constructing viable and valid arguments from evidence, and provide peers with meaningful feedback across all educational settings.
- engage in Professional Learning Communities, School Leadership Team, and the Deep Learning (Project-Based Learning) year-long activities.
- engage in regular grade-level meetings and engage in vertical and horizontal articulation with their colleagues.
- engage in ongoing cycles of inquiry with teams and with fidelity
- provide daily integrated and designated ELD
- utilize thinking maps and question banks
- 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.
- develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships
- utilize sentence frames
- use reminding, reinforcing, redirection language in the classroom.
- 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
- utilize proven digital platforms to provide and collect meaningful feedback from students.

Students will:

- put forth effort in demonstrating growth toward proficiency in grade-level reading, writing, and mathematics as measured by local assessments and other measures.
- put forth effort demonstrating growth toward closing the achievement/opportunity gap in English/Language Arts and mathematics as measured by local assessments and the CAASPP on the 2021-

2022 assessments.

- put forth effort in learning to construct viable and valid arguments from evidence and critique the reasoning of others across academic and social settings.
- 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)
15,372.00	District Funded 1000-1999: Certificated Personnel Salaries Substitute teachers will be hired to release certificated teachers for data planning and reflection meetings, SLT participation to create and analyze cycles of inquiry work, colleague observations, and professional development. Funds provided by District SLT Professional Learning Needs fund.
2,000.00	Parent-Teacher Association (PTA) None Specified PALS program materials for Kindergarten and First-Grade students and teachers
3,368.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development services for certificated staff. Funds provided by District SLT Professional Learning Needs fund.
211,884.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistants provide support to teachers in all curricular areas. Instructional Aides work with students to achieve school academic and climate goals and provide intervention for at-promise students. Funds provided by District and Education Foundation.
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

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
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 3

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, reinforce classroom learning, 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 4

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)

None Specified
Site leadership will conduct regular formal and informal observations of instruction in literacy and balanced literacy design

Strategy/Activity 5

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 that 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 the general education classroom.
- Students in all grades will engage in a Deep Learning program that incorporates the Next Generation Science Standards, math concepts, writing techniques, and critical thinking strategies. This program is expected to add to students' knowledge base, experiences, and skills which are expected to increase proficiency on the state and local assessments.
- All 5th-grade students will have the opportunity to participate in Outdoor Science School (Pali Camp) through a benevolence fund. These activities were put on hold due to the ongoing COVID-19 pandemic and the related health guidelines from the County Department of Public Health.

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)
25,000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures PS Science Program
14,500.00	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Implement year-long PBL Deep Learning activity for students in grades TK-5 utilizing the Growing Great garden curriculum and staff. A portion of this funding is for the instructional program and a portion is for materials and supplies.
5,000.00	Parent-Teacher Association (PTA) 0000: Unrestricted Outdoor science program. A portion of this funding is for contracts/fees and a portion for materials and supplies.

Strategy/Activity 6

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)
7,427.00	Lottery: Instructional Materials 4000-4999: Books And Supplies Supplemental classroom instructional materials
554.00	American Book Drive 4000-4999: Books And Supplies Supplemental Library instructional materials
3,000.00	Site Formula Funds 4000-4999: Books And Supplies Supplemental core materials

Annual Review

SPSA Year Reviewed: 2020-21

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 OR THE 2020-2021 SCHOOL YEARS DUE TO COVID-19 SCHOOL CLOSURES. FOLLOWING IS HISTORICAL ASSESSMENT DATA FROM THE YEARS PRIOR TO THE PANDEMIC AND IS USED AS A BENCHMARK. OUR ANALYSIS DETERMINED THAT MANY OF THE STRATEGIES PLANNED IN THE 2020-2021 SPSA COULD NOT BE FULLY IMPLEMENTED IN THE REMOTE LEARNING MODEL AT THAT TIME DUE TO THE NEED FOR STAFF TO REDESIGN OUR INSTRUCTIONAL MODEL.

Grant School was recognized in the 2020 Top LA County Public Schools report by USC Rossier School of Education 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 Los Angeles County 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.

Our analysis determined that many of the strategies planned in the 2020-2021 SPSA could not be fully implemented due to the closure of the school from March 2020 through March 2021. There were deleterious effects from the pandemic that hampered our ability to continue all of the strategies when the school fully reopened in April 2021. Grant instructional team members were required to redesign and reimagine our instructional model during this time.

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

No major changes to the goal or funding for the 2021-2022 school year. The annual outcomes goals are being adjusted from last year's plan which was upward and reflect a 2% increase in the standard met or exceeded in ELA (80%) and 1% increase in the standard met or exceeded in Mathematics (75%) for all students as measured by the CAASPP and local assessments. The Fall 2021 Fastbridge data in reading and mathematics helped to shape the current goals. A continued 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 CAASPP Assessment administered in Spring 2019.
- 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 CAASPP Assessment administered in Spring 2019.

Identified Need

THE ANNUAL CAASPP TESTING WAS NOT ADMINISTERED IN THE 2019-2020 AND 2020-2021 SCHOOL YEARS DUE TO COVID-19 SCHOOL CLOSURES. FOLLOWING IS THE MOST RECENT CAASPP 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
<p>CAASPP ASSESSMENTS WERE NOT CONDUCTED DUE TO THE COVID-19 SCHOOL CLOSURE. FOLLOWING IS THE MOST RECENT DATA.</p> <ul style="list-style-type: none"> • Percent of students who have met or exceeded the standard as measured by CAASPP. 	<p>2018 - 2019:</p> <ul style="list-style-type: none"> • 47% of ELL students met or exceeded the standard in ELA • 47% of ELL students met or exceeded the standards in Mathematics as measured by the CAASPP. 	<p>2021 - 2022:</p> <ul style="list-style-type: none"> • 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.
<p>ASSESSMENTS WERE CONDUCTED IN THE</p>	<p>Winter 2019:</p>	<p>2021 - 2022:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>SPRING OF 2021 BUT STUDENTS WERE IN REMOTE LEARNING FOR MOST OF THE SCHOOL YEAR DUE TO THE COVID-19 SCHOOL CLOSURE. FOLLOWING IS THE MOST RECENT DATA.</p> <ul style="list-style-type: none"> Proficiency levels of students in grades K-5 as measured by the FastBridge reading and math assessments. 	<ul style="list-style-type: none"> FastBridge Reading Assessment: 71% of all K-2 students were in the "low risk" category. The following data indicate how specific subgroups performed: White: 80%; African-American 75%; Hispanic 50% <p>Fall 2022:</p> <ul style="list-style-type: none"> FastBridge Reading Assessment: 81% of all students in grades K-5 scored in the "low risk" category. FastBridge Math Assessment: 79% of all students in grades K-5 scored in the "low risk" category. Disaggregated data on how specific subgroups performed on the FastBridge assessments is currently being compiled. 	<ul style="list-style-type: none"> 82% of all students in grades K - 5 will achieve "low risk" status as measured by the Spring Fastbridge Reading Assessment. It is expected that as a result of the strategies in the plan, the "low risk" percentages will rise for student subgroups. 82% of all students in grades K - 5 will achieve "low risk" status as measured by the Spring Fastbridge Math Assessment. It is expected that as a result of the strategies in the plan, the "low risk" percentages will rise for student subgroups. <p>*Due to the prolonged school closure from COVID-19, the Grant School Leadership Team and staff are creating conservative expectations for how our students score on local and state assessments. Our Fall 2022 data is encouraging.</p>

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.
	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis. 14 days at @ \$237. The funding for this activity was allocated in Goal #1.

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)

	Site Formula Funds 2000-2999: Classified Personnel Salaries Instructional Assistants will be provided equitably to classroom teachers in grades TK - Grade 3 to assist with supplemental instruction under the supervision of highly qualified teachers. The funding for this activity was allocated in Goal #1.
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

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 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 and neurodiverse 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)
19,606.00	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.
59,000.00	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)
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District Funded
None Specified
Substitutes for this activity/strategy have been accounted for in Planned Improvement Goal #1.

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 and reflect on student data and collaborate on planning effective teaching strategies with a focus on EL student achievement. Additionally, grade-level teams may participate in four half-days of collaboration to engage in data reflection, planning, and 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)

Site Formula Funds
0001-0999: Unrestricted: Locally Defined PLC Meetings/Conferences. This funding was reflected in Goal #1 under SLT Professional Learning Needs.

Annual Review

SPSA Year Reviewed: 2020-21

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.

DUE TO THE COVID-19 SCHOOL CLOSURE, THE CAASPP ASSESSMENTS WERE NOT ADMINISTERED IN THE 2019 - 2020 AND 2020 - 2021 SCHOOL YEARS. 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% in the 2018 - 2019 school year. Additionally, the data shows that the number of EL students who were tested utilizing the CAASPP was more than double from 2018 to 2019.

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

OUR ANALYSIS DETERMINED THAT MANY OF THE STRATEGIES PLANNED IN THE 2020-2021 SPSA COULD NOT BE FULLY-IMPLEMENTED DUE TO THE CLOSURE OF THE SCHOOL FROM MARCH 2020 THROUGH MARCH 2021. THERE WERE DELETERIOUS EFFECTS FROM THE PANDEMIC THAT HAMPERED OUR ABILITY TO CONTINUE ALL OF THE STRATEGIES WHEN THE SCHOOL FULLY REOPENED IN APRIL 2021.

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

No major changes to the goal or funding for the 2021-2022 school year. The annual outcomes goals will remain from the previous year's plan which was adjusted upwards and reflect a 10% increase in the standard met or exceeded in ELA (47% to 57%) and a 10% increase in the standard met or exceeded in Mathematics (47% to 57%) for all students as measured by the CAASPP and local assessments from the last year of CAASPP assessments. The Fall 2021 FastBridge data in reading and mathematics helped to shape the current goals. A continued meaningful 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

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 IN THE 2019-2020 AND 2020-2021 SCHOOL YEARS SUMMATIVE VALID ASSESSMENTS COULD NOT BE ADMINISTERED. THE FOLLOWING ARE GOALS FOR THE 2021-2022 SCHOOL YEAR:

- 87% of 5th-grade students at Grant School will report feeling connected to their school as measured by state and/or locally created surveys.
- 95% of 5th-grade students at Grant School will report feeling safe at school as measured by state and/or locally created surveys.
- Chronically absent student rates will decline from 4.0% to 3.5% as reported on the A2A Attendance data. The last year of accurate attendance reporting was the 2019-2020 school up to March 2020 when the schools closed for the pandemic.
- 80% of all students in grades 3-5 will report not having been "bullied in the past couple of months" as reported on the OLWEUS 2022 Anti-bullying survey.

Identified Need

The staff and administration of Grant School have identified the need to implement effective and research-based programs that are focused on the social and emotional well-being of students. The pandemic has exacerbated deficits in the emotional strength of our students. In addition, the previous assessment 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 was given in the 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)	2018-2019: California Healthy Kids Survey Grade 5: <ul style="list-style-type: none"> • Student School Connectedness: Goal: 87% (actual 84%) • Students feeling safe at school: Goal: 95% (actual 88%) 	2021-2022: California Healthy Kids Survey Grade 5: Student School Connectedness: 87%; Students feeling safe at school: 95% (*if CHKS is administered)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Taking attendance was complicated during the school closure and is difficult to analyze as students were in distance/remote learning, however, teachers reported that most students were in attendance on a regular basis during distance learning.</p> <ul style="list-style-type: none"> Chronic absenteeism percentages (A2A Attendance Data - All grades) 	<p>A2A Attendance Data: All grades: Chronically Absent Rates:</p> <ul style="list-style-type: none"> 2017-2018: 5.8% No meaningful data was acquired in the 2019-2020 or 2020-2021 school years due to the COVID-19 school closure. 	<p>A2A Attendance Data: All grades: Chronically Absent Rates: 2020-2021: 3.5%</p>
<p>No survey was given in the 2019-2020 and 2020-2021 school years due to COVID-19.</p> <ul style="list-style-type: none"> Percentage of students who have reported being "bullied" (OLWEUS Anti-bullying survey data Grades 3-5) 	<p>OLWEUS Survey Grades 3-5:</p> <ul style="list-style-type: none"> See survey data detail below under "Analysis" section. (This data is from 2018-2019) No survey was administered in the 2019-2020 or 2020-2021 school years. 	<p>OLWEUS 2022 Anti-bullying percentages: 80% of all students in grades 3-5 will report not having been "bullied in the past couple of months".</p>

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 Staff will:

- implement a school-wide bully-free program and character development programs OLWEUS, Character Counts, Responsive Classroom, Mindfulness, Social Justice Standards, and Restorative practices.
- charge its Social/Emotional Learning/OLWEUS staff committee to engage in full-day training focused on the foundations and strategies providing meaningful SEL and then will extend that training to the entire staff which will include teachers, Instructional Assistants, Paraprofessionals, office staff, administrators, Campus Monitors, and parents.

- arrange for Social Justice Standards and Restorative Justice training for all staff utilizing district-provided specialists.
- provide anti-bias/anti-racist lessons for students and use a critical lens in all subject areas. Noticing any bias from an author, noticing who is left out, noticing how one culture, gender, race is represented.
- charge its Anti-Bias/Anti-Racist staff committee to arrange for training focused on creating a culture of acceptance, tolerance, empathy, and acceptance and then will extend that training to the entire staff which will include Instructional Assistants, Paraprofessionals, Office Staff, Administrators, Campus Monitors, and Parents.
- provide Character Counts character development program to continue to be supported by all staff for all students.

Additionally:

- Grant teachers have had professional learning in the area of the Social Justice Standards and have included strategies in the School Implementation Plan (SIP) with a focus on the "Identity" domain as an initial foray into this area.

and

- 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 student peer conflicts and instilling greater empathy in each student.
- provide all students with off-campus learning opportunities. These experiences will expose all 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)

1,000.00

Source(s)

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

7,427.00

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.
4,000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries District-provided Extra Duty Units for Certificated teachers who coordinate and lead supplemental activities for students in the areas of outdoor science camp, student council, Math Olympiad, and community service learning.
5,000.00	Parent-Teacher Association (PTA) 0000: Unrestricted All students will be given equitable opportunities for off-campus learning opportunities when we are permitted to do so again this year. These activities were put on hold due to the ongoing COVID-19 pandemic and the related health guidelines from the County Department of Public Health. This allocation may include the funding for busses, contracts, admission fees, and, support materials.
7,427.00	

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 agencies. 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)

None Specified
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 practices are 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 work 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. Additional teachers attended the Level I training in August 2021. Most classes are already implementing RC strategies such as morning and afternoon student meetings, interactive modeling, and ice breakers to create connections among students and to foster a positive and collaborative community in the classroom.
- Additional Social/Emotional Learning professional learning and development opportunities for all staff are budgeted for and will be identified within the current school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000.00	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Responsive Classroom training for teachers and staff
20,000.00	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Additional Professional Learning for Staff for the 2021-2022 school year
1,260.00	District LCAP Funds 0000: Unrestricted Tuition for staff member to attend Responsive Classroom training and hourly compensation. Funds provided by District SLT Professional Learning Needs fund.

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 given to students for showing 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 for earning a special achievement in the community (Boys' or Girls' Scouts, Arts, Community Service).
- Assemblies will be provided to all students for Black History Month, Multicultural Heritage Month, Science, and exposure to various cultures with a focus on music, dance, history, and food.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500.00

Source(s)

Parent-Teacher Association (PTA)
None Specified
Student Assemblies and Incentives

Annual Review

SPSA Year Reviewed: 2020-21

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 2021-2022 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" 2-3 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 times 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 and did not fully reopen until April 2021 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).
- Attendance data for the 2021-2022 school year is being collected with fidelity and will be analyzed at the end of the 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.

Expenditures and strategies for the 2020-2021 school year and the plan for the 2021-2022 school year will be drastically different as the school was closed down for in-person learning for a year. We believe the intended budget and strategies will foster the ability for the school to meet its goals.

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 2021-2022 school year. The strategies have been maintained and added to and are reflected in the strategy/activity sections listed above.

Grant School staff will:

- continue to focus on school climate, which includes increased parent involvement, student attendance, and the need for fewer behavioral interventions.
- continue to monitor chronically absent students. This rate will improve by 10%. 2018-2019: 4.0%; Goal for 2021-2022: 3.5%
- continue to meet with families to provide strategies for improved attendance through the SART/SARB processes, when necessary.
- continue to fund and support Responsive Classroom training for teachers and support staff.
- continue to arrange and support Social Justice Standards and Restorative Justice training utilizing district-provided specialists and other resources.

Grant 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.

- use reminding, reinforcing, redirection language in the classroom.
- provide anti-bias/anti-racist lessons for students (for example: Use a critical lens in all subject areas. Notice any bias from an author, notice who is left out, notice how one culture, gender, race is represented.)

Grant students will:

- participate in positive intervention programs focused on academics, behavior, social justice, mindfulness, and restorative practices.
- commit to engaging in the learning process each day.
- report feeling safe at school and having a connection to their school community.
- report any acts of bullying to an adult at home and an adult at school.

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	\$476,353.00

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 (\$)
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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 (\$)
	\$7,427.00
American Book Drive	\$554.00
District Funded	\$18,740.00
District LCAP Funds	\$1,260.00
Lottery: Instructional Materials	\$14,854.00
Parent-Teacher Association (PTA)	\$59,928.00
Site Based Gifts and Donations	\$5,000.00
Site Formula Funds	\$283,984.00
Stretch Grant (Ed Foundation)	\$84,606.00

Subtotal of state or local funds included for this school: \$476,353.00

Total of federal, state, and/or local funds for this school: \$476,353.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Christian Fuhrer	Principal
Jacqueline Martinez	Classroom Teacher
Rachel Mauck	Classroom Teacher
Florencia Rams	Other School Staff
Petra Wolfe	Other School Staff
Lucy Atwood	Parent or Community Member
Emily Dawe	Parent or Community Member
Brian Horner	Parent or Community Member
Rebecca MacFarlane	Parent or Community Member
Stacey Tannenbaum	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) - Christian Fuhrer

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 November 15, 2021.

Attested:

	Principal, Mr. Christian Fuhrer on 11-15-2021
	SSC Chairperson, Ms. Rebecca MacFarlane on 11-15-2021

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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

Grant Elementary School Implementation Plan / 2021-2022 /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.

2021-2022 Focus: Grant Elementary students will construct viable and valid arguments from evidence, and provide peers with meaningful feedback across all educational settings.

Outcome: Students will increase by at least one point on grade-level writing and math assessments, and will be measured by shared rubrics and formal and informal observation. Students will engage in both social and academic activities where they feel safe, supported, and included as measured by teacher and student reflections.

<u>Success Indicators</u>	<u>Staff Practices</u>	<u>School Supports</u>	<u>Evidence of Learning</u>	<u>Timeline</u>
<p>What skills/behaviors do we want to see STUDENTS demonstrating?</p>	<p>What instructional practices will best support the development of students' skills?</p>	<p>How will staff be supported as part of collaboration, staff meetings, centralized PD, and expertise of teacher leaders?</p>	<p>What evidence of learning informs our progress and improve our collective actions? Assessments, student work, and observation of student learning (Success Indicators)</p>	<p>What timelines should guide our collective work?</p>
<p><i>Across curricular areas, students will:</i></p>	<p><i>Across curricular areas, staff will:</i></p>			
<p>Locate, analyze and utilize key ideas and details to construct valid arguments</p>	<p>Deliver common designated ELD lessons and strategies</p>	<p>Subs for planning time for vertical articulation regarding school focus</p>	<p>On-demand opinion, narrative, and informational writing assessments</p>	<p>2021-2022 District Calendar</p>
<p>Understand, analyze, respond to, and explain the reasoning of others</p>	<p>Provide explicit academic vocabulary instruction</p>	<p>District-level math specialist and site-level math leaders will provide PD on math vocabulary and comprehension instruction.</p>	<p>Common formative reading assessments</p>	<p>2021-2022 District K-5 Assessment Calendar</p>
<p>Demonstrate appropriate use of academic vocabulary and language that supports social interaction</p>	<p>Engage in 5-minute mini-lessons on number talk before students engage in math story problems</p>	<p>Support from District Staff in creating lessons and strategies for instructing EL students during Designated ELD.</p>	<p>Common formative math assessments</p>	<p>2021-2022 Grant Professional Development Meeting Calendar</p>
<p>Recognize and implement the key features of opinion and informative writing.</p>	<p>Develop math talks, math tasks and, differentiated scaffolds/strategies to support EL and all students by utilizing sentence frames, thinking maps, and question banks in communicating their mathematics reasoning</p>	<p>Continued Responsive Classroom training for teachers, IAs, and other support staff</p>	<p>CAASPP interim assessments in grades 3, 4, 5</p>	<p>Create a school-wide assessment calendar factoring in the district assessment calendar and school site Professional Development calendar</p>
<p>Comprehend and respond to a wide range of texts and media</p>	<p>Develop, implement, and analyze common formative assessments with a focus on analyzing patterns and relationships</p>	<p>Provide Peer Assisted Learning Strategies (PALS) training for staff for struggling readers across grade-levels</p>	<p>Student reflections & teacher reflections</p>	
<p>Utilize proven digital platforms to provide and collect meaningful feedback to class peers</p>	<p>Engage in an ongoing cycle of inquiry within teams</p>	<p>Provide Lexia/Dreambox lab time and access, including providing funding for 2 support staff members to manage this intervention opportunity</p>	<p>Teacher observation of student interactions in both academic and social settings in-person and/or online as needed</p>	
<p>Students will demonstrate speaking and listening behaviors as defined by teacher-created, grade-level rubrics</p>	<p>Use reminding, reinforcing, redirection language in the classroom.</p>	<p>Provide Academic Vocabulary Toolkit classes for EL students including funding for staff to implement this intervention</p>	<p>Pre- and post-survey results (Olweus, School Climate, California Healthy Kids Survey) focused on whether students feel "safe and supported" while at school</p>	
	<p>Provide anti-bias/anti-racist lessons for students using a critical lens in all subject areas</p>	<p>Support for Deep Learning Cohort through school-wide</p>		

	<p>Also, being aware of any bias from an author, noticing who is left out, and noticing how one culture, gender, race is represented.</p> <p>Utilize proven digital platforms to provide and collect meaningful feedback from students.</p>	<p>projects and initiatives</p> <p>Continue Social Justice and Restorative Justice training utilizing district-provided specialists</p> <p>Purchase curriculum and digital resources that support the schoolwide focus.</p>		
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