School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Elementary School	19-64980-6022560	May 19, 2025	June 26, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

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

This plan is being used by Grant Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Grant School is not eligible and does not receive Title I funding.

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

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Plan Description

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

This plan is being used by Grant Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Grant School is not eligible and does not receive Title I funding.

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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. 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. The Grant School PTA created an afterschool academy for students to engage in enrichment classes focusing on foreign language, health and wellness, and STEAM. In addition, the SSC suggested classes or programs that differentiated learning opportunities for all students, including students who are exceeding grade-level learning targets. All of these proposals were incorporated into the school's implementation plan.

The Grant School Site Council will meet on the following dates during the 2025-2026 school year:

- Monday, September 15, 2025
- Monday, October 20, 2025
- Monday, November 17, 2025
- Monday, December 15, 2025
- Monday, January 26, 2026
- Monday, February 23, 2026
- Monday, March 16, 2026
- Monday, April 20, 2026
- Monday, May 18, 2026

The Grant ELAC will meet on the following dates during the 2025-2026 school year:

- Wednesday, September 3, 2024
- Wednesday, October 1, 2024
- Wednesday, November 5, 2024
- Wednesday, December 3, 2024
- Wednesday, February 4, 2025
- Wednesday, March 4, 2025
- Wednesday, May 6, 2025

Resource Inequities

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

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

Funding support is provided by the school district for salaries and operating costs. Because Grant School does not qualify for Title I funds, additional support for supplemental materials and supplies, various staff development training, equipment, and digital learning platforms, among other items, is provided by the Santa Monica Education Foundation and the Grant Parent/Teacher Association. There are no resource inequities among students within the Grant School community as it is a school priority to provide learning opportunities, materials, supplies, and staff all Grant students in an equitable manner.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism was in the "yellow" performance category for the 2023-2024 school year as reported in the California School Dashboard. Chronic absenteeism was at 20% for the 2022-2023 school year. After analyzing this data, we believe this high percentage was a direct result from the previous year which was the year school's returned from the COVID pandemic. It is also confirmed through interviews with parents that attitudes about school attendance had shifted while the expectations for students to be in school every day had remained the same from before the pandemic. Grant School has worked diligently to improve chronic absenteeism through an educational campaign regarding the benefits of regular school attendance. Additionally, over 50 official SART meetings were held in the 2024-2025 school year. Because of these efforts, Grant's chronic absenteeism has dropped to 12%. The goal is to return to pre-pandemic levels, which was approximately 5%.

Of the five major performance categories, ELA, Mathematics, Suspension Rates, EL Progress, and Chronic Absenteeism, only Chronic Absenteeism fell into the "yellow" or "orange" level.

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

The following groups fell below the "all student" performance level: socio-economically disadvantaged (yellow), African American (yellow), and Students with Disabilities (orange).

Other Needs

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

Grant School has administered local assessments (Star Assessments, local benchmarks), other State assessments (ELPAC), and various climate surveys (Hannover, California Healthy Kids Survey) to gain important data that was utilized to help guide instruction and intervention.

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 school's climate and safety. Through these various measures, Grant School will continue to foster a climate that prioritizes access and equity for all students and their families. The surveys administered during the 2024-2025 school year were the California Healthy Kids Survey and the Hannover School Climate Survey.

The California Healthy Kids Survey indicated that the students who were surveyed felt safe in their school (96%) and connected to their school (90%), two major indicators we use to gauge student attitudes about the school environment.

The Hannover School Climate Survey was administered to students, staff, and parents. The major indicators that were reviewed were:

OVERALL QUALITY OF SCHOOL:
How would you rate the overall quality at your child's school?:
- Excellent/Good (86%)

I like Grant School:
- Strongly Agree/Agree. (91%)

PARENTS:
My child's school:
- has classrooms that support student learning. (91%)
- provides a broad course of study. (89%)
- prepares students to be ready for the future. (79%)
- students have access to the materials they need to learn. (93%)
- instructional materials are in good condition. (86%)
- teachers want students to succeed. (97%)

My child's school provides enough resources and support for:
- regular attendance at school. (93%)
- students receiving special education services. (84%)
- English Learners. (74%)

Agree or Disagree:
- quality co-curricular activities for students (i.e., drama, band): (85%)

School Engagement Activities:
Agree or Disagree:
- I have attended one or more parent conferences. (95%)
- The school effectively communicates with parents regarding their child's academic progress. (87%)
- The school makes it easy for parents to attend meetings. (91%)
- I feel comfortable interacting with parents of cultural and ethnic backgrounds that are different than my own. (89%)
- The school notified and provided families about available community resources. (86%)

I feel the school/District offered to parents the following during the school year:
- Parent conferences: (94%)
- PTA activities: (91%)
- School councils or committees: (87%)

Parent Engagement:
Agree or Disagree: Grant
- makes parents feel welcome. (93%)
- engages the community. (93%)

- engages parents. (88%)

The school/District:
- encourages families to attend school-sponsored activities (i.e., Back to School Night). (98%)
- encourages families to volunteer. (93%)
- informs families about school-sponsored activities (i.e., tutoring, after-school programs, student performances). (84%)

Campus Safety:
Agree or Disagree: My child's school:
- teaches students and staff what to do in an emergency. (92%)
- has safety and security procedures in place. (84%)

STUDENTS:
Agree or Disagree:
- I have opportunities to be curious at school. (86%)
- I am comfortable being myself around other students. (83%)
- I feel a sense of belonging at school. (82%)
- I feel empowered at school. (80%)

Student Attitudes Towards Learning:
How often were the following true about the things you learned in your classes this school year?:
- I learn a lot in my classes. (73%)
- I see how what I'm learning relates to my future. (60%)

STAFF:
Instructional Climate: Grant School:
- sets high expectations for student achievement. (95%)
- provides a broad course of study (i.e., art, science, music). (90%)
- prepares students to be ready for the future. (86%)
- adequately challenges advanced students. (60%)

Teachers:
- keep students updated on their academic progress. (100%)
- provide extra help to students when they need it. (100%)
- provide helpful feedback on student learning. (100%)
- want students to succeed. (100%)

Staff Members' Positive Relationships:
Agree or Disagree:
- I have positive relationships with students at my school. (100%)
- I have positive relationships with other staff members at my school. (95%)
- My colleagues care about me. (90%)
- My supervisor/manager cares about me. (90%)

Safety/Security:
- There are safety and security procedures in place. (100%)
- Students and staff know what to do in an emergency. (89%)
- The physical design of the campus supports student safety. (84%)
- There are enough staff members to support student safety. (37%)

OVERALL QUALITY OF SCHOOL (STAFF RESPONSES):
How would you rate the overall quality of education at Grant?:
- Excellent/Good: (100%)

Agree or Disagree:
I like Grant School:
- Strongly Agree/Agree. (95%)

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 observes 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 to assist the effort in supporting the commonalities of effective instructional strategies across the instructional program from Transitional Kindergarten through the fifth grade. This year, Grant partnered with another school in SMMUSD to further deepen knowledge of best teaching practices in Project-Based Learning, Social/Emotional Learning, and core instruction. Teachers and administrators are afforded the opportunity to visit the partner school and engage in meaningful dialogue with goal of increasing overall teacher efficacy.

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 TK - 5 quarterly. 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 2024-2025 school year is being used by the School Leadership Team (SLT), along with certificated and classified staff members, to collaboratively develop the School Implementation Plan for the 2025-2026 school year (attached). This document includes goals, evidence-based instructional strategies, and action steps to improve student achievement, reduce the achievement and opportunity gap, and foster community engagement. The SIP is contained within the School Plan for Student Achievement. The CAASPP assessment was administered in the 2024-2025 school year, and the results will be used to further refine the Grant School Implementation Plan, as well as the SPSA goals for the 2025-2026 school year. In addition, Grant administers local assessments to gauge learning in ELA and Mathematics using the Renaissance Star Assessments, District benchmark assessments, and classroom formative and summative assessments.

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 the Fountas and Pinnell Reading Assessment, Benchmark Advance Language Arts curriculum, Teachers' College Reading and Writing Workshop & Running Records, Renaissance Star Assessments, CAASPP, Peer-Assisted Learning Strategies (PALS) program, and University of Florida Literacy Institute reading program (UFLI). This data is analyzed by the teachers to inform instruction, group students for targeted remediation in the classroom, and implement Tier II programs that will benefit our students' academic growth. Grant teachers work in Professional Learning Communities (grade-level, mixed grades, and whole school) to create instructional plans based on identified student needs.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.18%	0.18%	1	1	1
African American	9.61%	9.78%	10.00%	52	53	57
Asian	11.46%	10.52%	10.53%	62	57	60
Filipino	0.37%	0.37%	0.53%	2	2	3
Hispanic/Latino	27.36%	27.49%	26.49%	148	149	151
Pacific Islander	%	0%	%	0	0	
White	49.54%	47.6%	47.02%	268	258	268
Two or More Races	1.48%	4.06%	5.26%	8	22	30
Not Reported	%	0%	%	0	0	
			Total Enrollment	541	542	570

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	103	124
Grade 1	87	77	78
Grade 2	86	90	80
Grade3	90	93	90
Grade 4	85	99	92
Grade 5	105	80	106
Total Enrollment	541	542	570

Conclusions based on this data:

1. Grant School's enrollment numbers have remained stable over the last few years. Enrollment numbers have rebounded from the deleterious effects from the COVID-19 pandemic in the last couple of years.

2. Adding a second Transitional Kindergarten class has increased enrollment slightly, as well. Additionally, the number of students in Grant's specialized special education programs has been at capacity per the District's caps on enrollment. Transitional Kindergarten enrollment numbers are not represented in the data table above.

3. The homes in the neighborhood in which Grant School is located have continued to increase in value and thus, the historical socio-economic demographics have continued to change. Grant's student ethnic demographics have remained consistent over the last 5 years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	43	41	39	8.6%	7.9%	6.8%
Fluent English Proficient (FEP)	41	52	50	8.9%	7.6%	8.8%
Reclassified Fluent English Proficient (RFEP)	6	12	12	1.1%	2.2%	2.1%

Conclusions based on this data:

1. Grant School's English Learner population has remained steady although has decreased by 2 percentage points throughout the last three years. EL students represent approximately 6% of the total student population at Grant.

2. The number of FEPs has decreased by .7% over a three-year period. The number of RFEPs has ticked up slightly, though, as a result of the implementation of research-based intervention programs, such as the Academic Vocabulary Toolkit curriculum, and targeted designated and integrated EL strategies offered at Grant.

3. While the total number of RFEPs is small at Grant, there were 8 students who were reclassified during the 2024-2025 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	89	93	88	88	93	87	88	93	87	98.9	100.0	98.9
Grade 4	83	98	92	76	98	91	76	98	91	91.6	100.0	98.9
Grade 5	100	81	104	100	81	102	100	81	102	100.0	100.0	98.1
All Grades	272	272	284	264	272	280	264	272	280	97.1	100.0	98.6

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2497.	2486.	2492.	52.27	50.54	55.17	28.41	24.73	19.54	14.77	18.28	13.79	4.55	6.45	11.49
Grade 4	2519.	2544.	2521.	47.37	58.16	51.65	30.26	22.45	25.27	10.53	11.22	6.59	11.84	8.16	16.48
Grade 5	2568.	2524.	2569.	53.00	28.40	51.96	23.00	35.80	25.49	13.00	16.05	10.78	11.00	19.75	11.76
All Grades	N/A	N/A	N/A	51.14	46.69	52.86	26.89	27.21	23.57	12.88	15.07	10.36	9.09	11.03	13.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.50	38.71	37.93	59.09	54.84	50.57	3.41	6.45	11.49
Grade 4	35.53	44.90	35.16	57.89	51.02	59.34	6.58	4.08	5.49
Grade 5	35.00	24.69	36.27	59.00	64.20	55.88	6.00	11.11	7.84
All Grades	35.98	36.76	36.43	58.71	56.25	55.36	5.30	6.99	8.21

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	39.77	38.71	40.23	56.82	52.69	51.72	3.41	8.60	8.05
Grade 4	31.58	37.76	35.16	59.21	53.06	51.65	9.21	9.18	13.19
Grade 5	48.00	27.16	44.12	41.00	53.09	47.06	11.00	19.75	8.82
All Grades	40.53	34.93	40.00	51.52	52.94	50.00	7.95	12.13	10.00

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	18.18	19.35	26.44	73.86	76.34	65.52	7.95	4.30	8.05
Grade 4	27.63	24.49	27.47	64.47	66.33	60.44	7.89	9.18	12.09
Grade 5	24.00	12.35	24.51	69.00	79.01	67.65	7.00	8.64	7.84
All Grades	23.11	19.12	26.07	69.32	73.53	64.64	7.58	7.35	9.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	34.09	36.56	27.59	61.36	58.06	65.52	4.55	5.38	6.90
Grade 4	15.79	30.61	29.67	77.63	64.29	57.14	6.58	5.10	13.19
Grade 5	35.00	28.40	36.27	56.00	56.79	53.92	9.00	14.81	9.80
All Grades	29.17	31.99	31.43	64.02	59.93	58.57	6.82	8.09	10.00

Conclusions based on this data:

1. Grant School's goals for the 2024-2025 school year were created utilizing the results data from the 2023-2024 assessments, which follow:

   - 75% of students in Grades 3-5 met or exceeded the standard in 2022-2023 as measured by the English/Language Arts CAASPP.
   - The goal for the 2023-2024 school year stated that 80% of students would either meet or exceed the standard as measured by the English/Language Arts CAASPP. We are awaiting CAASPP assessment results for the 2024-2025 school year. This data will be included in this plan when it becomes available.

2. Local assessment data is not always a clear indicator of how students will perform on the CAASPP assessments. The data reports that 85% of students scored at or above grade level on the local 2024 Winter assessment based on the District benchmark.(Star Reading)

3. The current 6th-grade students year-over-year from the 2021-2022 through the 2023-2024 school years maintained their "above/at or near" proficiency rates in ELA (77%). There was a 3% increase in the 2022-2023 school year. Staff have made a concerted effort to increase the proficiency rates in ELA by focusing on writing, listening and speaking, and collaborative conversations among peers.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	89	93	88	88	93	88	88	93	88	98.9	100.0	100
Grade 4	83	98	92	76	98	91	76	98	91	91.6	100.0	98.9
Grade 5	100	81	104	99	80	102	99	80	102	99.0	98.8	98.1
All Grades	272	272	284	263	271	281	263	271	281	96.7	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2486.	2509.	2488.	44.32	59.14	48.86	32.95	21.51	25.00	11.36	11.83	12.50	11.36	7.53	13.64
Grade 4	2513.	2547.	2538.	36.84	48.98	50.55	26.32	28.57	20.88	26.32	15.31	16.48	10.53	7.14	12.09
Grade 5	2562.	2530.	2563.	49.49	30.00	50.98	19.19	25.00	14.71	15.15	22.50	15.69	16.16	22.50	18.63
Grade 11															
All Grades	N/A	N/A	N/A	44.11	46.86	50.18	25.86	25.09	19.93	17.11	16.24	14.95	12.93	11.81	14.95

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	42.05	65.59	54.55	45.45	24.73	32.95	12.50	9.68	12.50
Grade 4	40.79	51.02	52.75	44.74	38.78	32.97	14.47	10.20	14.29
Grade 5	41.41	32.50	46.08	41.41	50.00	34.31	17.17	17.50	19.61
Grade 11									
All Grades	41.44	50.55	50.89	43.73	37.27	33.45	14.83	12.18	15.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	45.45	56.99	45.45	43.18	33.33	43.18	11.36	9.68	11.36
Grade 4	28.95	47.96	50.55	60.53	46.94	37.36	10.53	5.10	12.09
Grade 5	46.46	31.25	37.25	36.36	46.25	42.16	17.17	22.50	20.59
All Grades	41.06	46.13	44.13	45.63	42.07	40.93	13.31	11.81	14.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	42.05	55.91	44.32	52.27	37.63	47.73	5.68	6.45	7.95
Grade 4	31.58	51.02	50.55	57.89	43.88	36.26	10.53	5.10	13.19
Grade 5	35.35	18.75	47.06	52.53	62.50	37.25	12.12	18.75	15.69
All Grades	36.50	43.17	47.33	53.99	47.23	40.21	9.51	9.59	12.46

Conclusions based on this data:

1.
- 70% of students in Grades 3-5 scored "above/at or near" the standard in 2023-2024 as measured by the Mathematics CAASPP, up one percentage point from the 2022-2023 school year.
- The goal for the 2023-2024 school year stated that 72% of students would either meet or exceed the standard as measured by the Mathematics CAASPP.
- We are awaiting CAASPP assessment results for the 2024-2025 school year. This data will be included in this plan when it becomes available.

2. Local assessment data is not always a clear indicator of how students will perform on the CAASPP assessments. The data reports that 81% of students in grades 1-5 scored at or above grade level on the local Winter assessment based on the District benchmark. (Renaissance Star) The goal for students to meet or exceed the standard on the Spring Math benchmark is 85%. We are currently awaiting the result from the Spring assessment.

3. The overall number of students who scored "above/at or near the standard" declined by 1% point from the previous school year. We are awaiting results from end of the year summative assessments.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1482.6	*	*	1497.1	*	*	1448.4	9	10	11
1	*	*	*	*	*	*	*	*	*	5	8	*
2	*	*	*	*	*	*	*	*	*	5	6	9
3	*	*	*	*	*	*	*	*	*	*	8	6
4	*	*	*	*	*	*	*	*	*	9	*	4
5	*	*	*	*	*	*	*	*	*	4	6	*
All Grades										34	40	34

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	27.50	35.29	35.29	50.00	41.18	17.65	20.00	17.65	5.88	2.50	5.88	34	40	34

Overall Language
Percentage of Students at Each Performance Level for All Students

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.82	57.50	64.71	35.29	30.00	26.47	2.94	7.50	5.88	2.94	5.00	2.94	34	40	34

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	27.27		*	18.18		*	45.45		*	9.09		*	11
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	17.65	10.00	20.59	38.24	32.50	23.53	32.35	40.00	35.29	11.76	17.50	20.59	34	40	34

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	45.00	35.29	47.06	52.50	61.76	2.94	2.50	2.94	34	40	34

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	73.53	67.50	70.59	23.53	27.50	26.47	2.94	5.00	2.94	34	40	34

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	15.00	20.59	55.88	67.50	61.76	20.59	17.50	17.65	34	40	34

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	25.00	29.41	58.82	57.50	52.94	11.76	17.50	17.65	34	40	34

Conclusions based on this data:

1. 32 students were administered the ELPAC summative assessment in the 2023-2024 school year. 76% of students who were administered the summative ELPAC scored either Level 4 or Level 3. There were 34 English Learners at Grant last year. There are currently 32 English Learners at Grant and 3 to be determined.

2. We are awaiting the ELPAC summative assessment results for the 2024-2025 school year. 32 students were administered the summative ELPAC assessment this year. There were 13 RFEPS being monitored at Grant this year.

3. There are 15 students who are designated English Learners who also have an Individualized Educational Plan/Program. Grant School's low EL population does not allow us to see specific data as reported by the state in the data tables above.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
570	**28.1%**	**6.8%**	**0.7%**
Total Number of Students enrolled in Grant Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	39	6.8%
Foster Youth	4	0.7%
Homeless	2	0.4%
Socioeconomically Disadvantaged	160	28.1%
Students with Disabilities	105	18.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	57	10%
American Indian	1	0.2%
Asian	60	10.5%
Filipino	3	0.5%
Hispanic	151	26.5%
Two or More Races	30	5.3%
Pacific Islander	0	0.0%
White	268	47%

Conclusions based on this data:

1. Grant School is a diverse school with representation from a variety of races and ethnicities.

2. 22% of Grant School students are Socioeconomically Disadvantaged. This number has dropped from the last school year. Grant School does not qualify for Federal Title I funds despite this significant percentage.

3. The EL population is a relatively low number as a total number of the student population at 6%. This is a slight decrease from previous years. The number of Students with Disabilities is currently 22% of the total school population.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The Dashboard shows that Grant is a high-performing school that registers in the blue performance category in all major categories with the exception of Chronic Absenteeism, although even in this category, the number has been reduced by 8%. Grant's previous school goals were 80% Met or Exceeded for ELA and 72% for Mathematics. These totals look at the overall student population in grades 3-5, but fail to disaggregate the data into cohort data which provides a clearer picture of student progress from year to year.

2. Grant School does not have significant issues with Suspension and Chronic Absenteeism rates. There is one recorded suspension in the 2024-2025 school year.

3. Grant School's English Learner Progress does not register on the dashboard as a significant population. Data shows that Grant's small EL population's achievement has improved by 4.1% (56% of EL Students) 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. The data shows that we need to continue to focus on our ELL's achievement through effective instructional strategies and supplemental programs. The school district is currently piloting a designated ELL curriculum to be deployed in the 2025-2026 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
58.3 points above standard	4.1 points below standard	0 Students
Increased 7.2 points	Increased 9.6 points	
284 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	3.5 points above standard
1 Student	1 Student	Declined 3.4 points
		89 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
10.6 points below standard	4.7 points below standard	Less than 11 Students
Declined 4.7 points	Maintained 0.7 points	
63 Students	37 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
86.3 points above standard	0 Students	20.0 points above standard
Maintained 0.9 points		Increased 7.1 points
33 Students		81 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Less than 11 Students	0 Students	93.8 points above standard
		Increased 16.1 points
2 Students		130 Students

Conclusions based on this data:

1. The achievement gap between Hispanic, African American and White students continues. While White and Hispanic students increased in their overall proficiency rates, African American students merely maintained proficiency from the previous year.

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 and CAA. It is observed that the format of the standardized testing is not always the most effective method to obtaining data on what our neurodivergent students know and what they have learned.

3. EL students increased overall proficiency as a group over the previous reporting period. We will continue to focus on interventions offered to our EL students, increase the implementation of research-based and effective integrated and designated instruction for EL students, and continue to focus on Speaking and Listening skills. We are currently awaiting the results of the 2024-2025 CAASPP assessments and will update this report when the information becomes available.

School and Student Performance Data

## Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
46.4 points above standard	22.3 points below standard	0 Students
Maintained 2.3 points	Declined 29.1 points	
284 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	18.2 points below standard
1 Student	1 Student	Declined 26.1 points
		89 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
19.4 points below standard	34.4 points below standard	Less than 11 Students
Declined 11.1 points	Declined 39.9 points	
63 Students	37 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
92.6 points above standard	0 Students	11.8 points above standard
Increased 11.5 points		Maintained 2.0 points
33 Students		81 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Less than 11 Students	0 Students	78.7 points above standard
		Increased 6.0 points
2 Students		130 Students

Conclusions based on this data:

1. While the overall proficiency in mathematics maintained from the previous school year, the achievement gap between Hispanic and African American, and White students continues. Hispanic students maintained proficiency as a group (81 students), while African American students' proficiency as a group (37 students) declined. There has been a schoolwide focus on research-based math strategies the last few years. We have seen gains by some student groups because of this focus, but not all.

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 proficiency in mathematics as measured by the CAASPP declined from the previous year after a three-year period of increases. The gains were due in large part to the interventions offered to our EL students and the increased practice of integrated and designated instruction for EL students, including a focus on Speaking and Listening. We are currently awaiting the results of the 2024-2025 CAASPP assessments and will update this report when the information becomes available.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
56% making progress.	making progress.
Number Students: 25 Students	Number Students: 0 Students

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.

2024 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**
20%	16%	8%	44%

Conclusions based on this data:

1. 2023-2024 data: 44% of EL students progressed at least one ELPI level; 16% of Grant's English Learners maintained at ELPI Level 1, 2L, 2H, 3L, or 3H; 20% decreased one ELPI level, and 8% maintained at Level 4. The data demonstrates that Grant teachers are implementing effective instructional strategies and intervention programs, but that there is still more to be done to ensure all EL students are progressing or maintaining their proficiency.

2. While the data is encouraging, a review of the overall data suggests that priority should continue to be given to identifying and supporting programs and strategies that would foster greater achievement among our EL students. Effort will be made by staff in identifying and implementing research-based mathematics strategies that target the specific needs or all EL students. The school district is currently piloting a designated ELD curriculum to be employed in the classrooms in the 2025-2026 school year.

3. The number of English Learners is currently 6% of Grant's overall student population.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no officially reported data that reflects College and Career activities at Grant School.

2. Grant School students did engage in college and career readiness through classroom lessons and assemblies that introduce various careers and pathways to students.

3. Grant School students and staff have continued to engage in rigorous training in Project-Based Learning strategies and techniques over the course of the entire school year. Administration brought professional trainers in to focus on staff professional development, and students were exposed to adults who work in a multitude of professions, including local policy makers, community service workers and first responders, and business owners. This year, Grant School has continued the process of reimagining its instructional model to a Project-Based Learning focused model with positive results.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Green	No Performance Color
11.7% Chronically Absent	9.5% Chronically Absent	0 Students
Declined 5.1	Declined 2.1	
580 Students	42 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	28% Chronically Absent
4 Students	3 Students	Increased 2.7
		168 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
17.6% Chronically Absent	19.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 1.6	Increased 8.2	
136 Students	57 Students	1 Student

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
1.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy	23.2% Chronically Absent
Declined 13.6		Declined 5.6
61 Students	3 Students	155 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
3.3% Chronically Absent	0 Students	6.6% Chronically Absent
Declined 19.4		Declined 4.5
30 Students		273 Students

Conclusions based on this data:

1. Grant School's percentage of chronically absent students has declined significantly over the past year to 12%. ELLs, Socioeconomically Disadvantaged students, and Students with Disabilities were more chronically absent than White and Hispanic students, although the numbers for these groups of students have also declined. African American and Socio-economically disadvantaged student groups both increased in this area. Knowledge of the learning difficulties of the various subgroups suggests that language barriers, challenges at home, and difficulties arising from disabilities contribute to the number of chronically absent students.

2. Grant's attendance rate prior to the pandemic was at 4.2% chronic absenteeism. Grant has been working diligently to improve student attendance. Over the last three years, the chronically absent rate has gone from 20% to 14%, and is currently at 12%. The goal is to reduce the rate to as close to 0% as possible.

3. The school will continue its efforts to improve this area of concern which will include focusing on family support, guidance, resources such as child care options, and educating parents on the importance of regular attendance while celebrating our gains in regular attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

2. Grant's educators and administrators hope to build a solid foundation of knowledge and skills that will contribute to very high graduation rates.

3. The staff believe that its focus on Project-Based Learning, including exposing students to various careers and pathways, will foster a love of learning and curiosity that will contribute to our students' long-term success and happiness.

School and Student Performance Data

Conditions & Climate
## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	4

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Blue	Blue	No Performance Color
0.2% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0.2%	Maintained 0%	
584 Students	42 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.6% suspended at least one day
4 Students	3 Students	Increased 0.6%
		170 Students

Students with Disabilities	**African American**	**American Indian**
Yellow	Blue	No Performance Color
0.7% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Maintained 0%	1 Student
136 Students	58 Students	

Asian	**Filipino**	**Hispanic**
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
62 Students		157 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Green
0% suspended at least one day	0 Students	0.4% suspended at least one day
Maintained 0%		Increased 0.4%
30 Students		273 Students

Conclusions based on this data:

1. Suspension is a remediation strategy that is rarely used at Grant School but in the most extreme cases and as dictated by Education Code.

2. Grant had one recorded suspension of students from school in the 2024-2025 school year.

3. Administrators and teachers utilize other methods of remediation including Restorative Practices and various social/emotional strategies and programs such as Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Increased Performance in Literacy and Math

- ELA: Increase to 78% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP.
- Mathematics: Increase to 74% the number of students scoring at the "Standard Met" or "Standard Exceeded" level on state assessments as measured by the CAASPP.
- 85% of students will score at or above grade level on the Spring Star Early Literacy and Reading Assessment. (District benchmark)
- 85% of students will score at or above grade level on the Spring Star Math Assessment. (District benchmark)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

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

Following are the results results for the 2023-2024 school year on the CAASPP assessments:

- English/Language Arts: 77% of students met or exceeded the state standard on the CAASPP, while 23% were either near or did not meet the standard.
- Mathematics: 70% of students met or exceeded the state standard on the CAASPP, with 30% nearing or not meeting it.
- Additionally, while EL students made progress during that period, a greater targeted effort needs to occur to increase the percentage of students that meet or exceed the standard.
- This is also true of our students with disabilities.
- 85% of all students in grades 1 - 5 scored at or above the benchmark on the District's Winter Star Reading Assessment. (local assessment)
- 81% of all students in grades 1 - 5 scored at or above the benchmark on the District's Winter Star Math Assessment. (local assessment)
- 86% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Reading Assessment. (local assessment)
- 82% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Math Assessment. (local assessment)

- 74% of Kindergarten and first-grade students scored at or above grade level on the Winter Star Early Literacy and Reading Assessment. (Not all 1st-grade students are assessed with the Early Literacy Assessment). Staff will continue the work to assist primary students in decoding, reading fluency, and comprehension, as well as summarizing and retelling. Implementing the PALs literacy development program in Kindergarten, first, and second grades has fostered greater literacy achievement among our lowest-achieving students in these grades.
- UFLI, a research-based phonics development program, has been incorporated into many of our Language Arts blocks as a tool to increase literacy among our Kindergarten and first-grade students.

- Math PALS was piloted in third grade in the previous school year, which, we believe, fostered gains in student achievement in mathematics. This program will be expanded to additional grade levels in the 2025-2026 school year. This intervention program has garnered gains in the overall percentage of students who achieve in the "at or above grade level" category.
- We are awaiting the 2024-2025 CAASPP performance data and will update this report when it becomes available.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

| - Percent of students who have met or exceeded the standard as measured by CAASPP. | 2023 - 2024 CAASPP DATA:

ELA
• 78% of all students met or exceeded the standard in ELA as measured by the CAASPP.
• 53.8 points above the standard (increased 7.2 points from the previous year) (284 students)

• African American: 4.7 points below standard (maintained -0.7 points) (37 students)
• Socioeconomically Disadvantaged: 3.5 points above standard (declined 3.4 points) (89 students)
• Hispanic/LatinX: 20 points above standard (increased 7.1 points) (81 students)
• White: 93.8 points above standard (increased 16.1 points) (130 students)
• Asian American: 86.3 points above standard (maintained -0.9 points) (33 students)
• English Learners: 4.1 points below standard (increased 9.6 points) (27 students)
• Students with Disabilities: 10.6 points below standard (declined 4.7 points) (63 students)

MATHEMATICS
• 70% met or exceeded the standards in Mathematics as measured by the CAASPP.
• 46.4 points above the standard (maintained -4.2 points from the previous year) (284 students)

• African American: 34.4 points below standard (declined 39.9 points) (37 students)
• Socioeconomically Disadvantaged: 18.2 points below standard (declined 11.1 points) (89 students)
• Hispanic/LatinX: 11.8 points above standard (maintained -2 points) (81 students)
• White: 78.7 points above standard (increased 6 points) (130 students | 2025 - 2026 Expected Outcomes:

CAASPP:
• ELA: 80% of all students in grades 3-5 will meet or exceed the standard as measured by the CAASPP.
• Mathematics: 74% of all students in grades 3-5 will meet or exceed the standard as measured by the CAASPP. |

	- Asian American: 92.6 points above standard (increased 11.5 points) (33 students) - English Learners: 22.3 points below standard (declined 29.1 points) (27 students) - Students with Disabilities: 19.4 points below standard (declined 4.7 points) (63 students) We are awaiting the results of the CAASPP assessment for 2024 - 2025. When we receive the final results, we will update the actual outcome data.	
- Proficiency levels of students in grades K-5 as measured by the Star Reading and Math assessments.	2024-2025 LOCAL ASSESSMENT (STAR) DATA: Winter 2025: 2024 Winter Star Reading Assessment: 84% of students in grades 2-5 scored at or above the benchmark. 2024 Winter Star Early Literacy Assessment: 72% of students in grades K-1 scored at or above the benchmark. 2024 Winter Math Assessment: 81% of students in grades K-5 scored at or above the benchmark. 58% K-1 English Learners scored at or above the 40th percentile on STAR Early Literacy during the Winter Assessment window (13 students total) 42% 2-5 English Learners scored at or above the 40th percentile on STAR Reading during the Winter Assessment window (19 students total) Star Reading 1-5 students who scored at/above standards as measured by the Winter district benchmark (40th percentile and above) disaggregated by subgroup: - Asian 87% - White 94% - Multiple 97% - Black 63% - Hispanic/Latinx 72%	Spring Star Reading (grades 2-5) and Early Literacy Assessment (grades TK-1): 85% of students in grades 2-5 will score at or above grade level on the Star Reading Assessment. (District benchmark) 80% of students in grades TK-1 will score at or above grade level on the Star Early Literacy Assessment. (District benchmark) 50% of English Learners in grades 2-5 will score at or above the Star Reading Assessment (District benchmark). Spring Star Math Assessment: 82% of students in grades 2-5 will score at or above grade level. (District benchmark)

Spring 2025: All Students
- 86% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Reading Assessment. (local assessment)
- 82% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Math Assessment. (local assessment)

Spring 2025: English Learners
Star Reading grades 2-5 English Learners who scored at/above standards as measured by the district benchmark (44th percentile and above):
- 33% K-1 English Learners scored at or above the 40th percentile on STAR Early Literacy during the Spring Assessment window (13 students total)
- 35% 2-5 English Learners scored at or above the 40th percentile on STAR Reading during the Spring Assessment window (19 students total)

Star Early Literacy K & 1 students who scored at/above standards as measured by the district benchmark (40th percentile and above) disaggregated by subgroup:
- Asian 100%
- White 84%
- Hispanic/Latinx 60%
- Black 50%
- Multiple 73%

MATHEMATICS
Spring 2025:
79% of 2-5 students scored at/above the benchmark as measured by the Star Math Assessment (40th percentile and above).

- 30% of students in grades 2-5 who are English Learners scored at or above the 40th percentile on STAR Math during the spring testing window. (19 students)

Star Math K-5 students who scored at/above standards as measured by

| | the district benchmark (40th percentile and above) disaggregated by subgroup:
• Asian 87%
• White 86%
• Black 63%
• Hispanic/Latinx 58%
• Multiple 79% | |

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Grant School Administration will: • continue to provide a Guaranteed Viable Curriculum and ensure that each student has 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 as an instructional model for all students in grades TK - 5. • provide Instructional Assistants equitably to classrooms in grades TK-3 to assist with supplemental instruction under the supervision of highly qualified teachers. • provide subs for planning time for vertical articulation regarding school focus. • Arrange support from district staff to create lessons and strategies for instructing ELL students during Designated ELD blocks. • provide Academic Vocabulary Toolkit classes for ELL students, including funding for staff to implement this intervention program. • implement the District's new designated ELD curriculum when it becomes available in the 2025-2026 school year. • provide Peer Assisted Learning Strategies (PALS) training for staff for at-promise readers across grade levels. • provide University of Florida Literacy Institute (UFLI) Phonics program materials and training for staff. • provide support for Project-Based Learning for staff and students and provide protected instructional time for school-wide lessons, projects, and initiatives. • continue to foster the partnership with another PBL-focused school in the District and provide time and resources that allow teachers to collaborate to increase teacher efficacy.	All Students	7,000 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 the District SLT Professional Learning Needs fund and the general fund. 2,000.00 Parent-Teacher Association (PTA) None Specified Supplemental program materials for students and teachers in various grade levels 38,500.00 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Supplemental materials and supplies for all classrooms and specialized programs 20,000.00 Parent-Teacher Association (PTA) None Specified Off campus experiential learning trips 245,735.00 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. |

- purchase supplemental curriculum and digital resources that support the schoolwide focus.

Teachers will:
- teach anti-bias/anti-racist lessons for students using a critical lens in all subject areas. Also, be aware of any bias from an author, notice who is left out, and notice how one culture, gender, or race is represented.
- continue to provide high-quality, effective instruction utilizing the CCSS, district-adopted curriculum, and 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 (PLC), School Leadership Team (SLT), and Project-Based Learning (PBL).
- engage in regular grade-level meetings and engage in vertical and horizontal articulation with their colleagues.
- engage in ongoing cycles of inquiry with their teams and with fidelity.
- participate in professional learning focused on writing, which will be provided by the Cotsen Foundation as part of Grant's Post Fellowship Year.
- participate in learning walks with colleagues and use the data to inform the development of effective instructional strategies.
- provide daily integrated and designated ELD with their students.
- utilize Thinking Maps and question banks.
- engage in 5-minute mini-lessons on number talks before students engage in Cognitively Guided Instruction (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 focusing on patterns and relationships.
- utilize sentence frames.
- implement the Peer-Assisted Literacy Strategies (PALS) program for students

		in primary grades and use it as a targeted intervention tool in the upper elementary grades. • implement the UFLI phonics program for students in primary grades. • plan, implement, and evaluate interventions based on student needs. • analyze assessment data and use the data to inform targeted instruction. • 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. • actively participate in Project-Based Learning lessons and activities. • demonstrate an effort to attend school every day of the school year. • commit to engaging in the learning process each day. • commit to demonstrating the characteristics of being an upstander, not a bystander.		
1.2	PSArts: One semester of visual and performing arts for students in grades TK-5. The lessons from this program will be aligned with Grant's PBL instructional focus and serve to support lessons in the general education classroom.	All Students	Ed Foundation None Specified This program is being funded by the Santa Monica Education Foundation.
1.3	Provide training and materials to staff in the following specialized programs, philosophies, and strategies: Amplify Science Curriculum, Responsive Classroom, Social Justice Standards, Restorative Practices, and books and media relating to these subjects.	All Students	2,500.00 Site Formula Funds 4000-4999: Books And Supplies Deliver PD to staff, provide model lessons and support lesson studies and data team meetings 7,000.00 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Amplify Science curriculum organization and lesson prep for teachers. 11,000.00 Stretch Grant (Ed Foundation)

				5800: Professional/Consulting Services And Operating Expenditures Amplify Science curriculum organization and lesson prep for teachers. 24,900.00 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Responsive Classroom training for staff
1.4	Educational Technology and Curriculum Integration - Educational technology programs will be used to meet the needs of diverse learners, which includes Freckle (Math/Social Studies), Brain Pop (multiple subjects), SeeSaw (student engagement), and other educational apps. The use of these programs is expected to foster a greater depth of knowledge, reinforce classroom teaching, and increase proficiency levels.	All Students		15,500.00 Parent-Teacher Association (PTA) None Specified Purchase Digital platforms to support student learning and engagement, including BrainPop!, Freckle, SeeSaw, and Mystery Science. District LCAP Funds 0000: Unrestricted Purchase Digital platforms to support student learning and engagement, including Renaissance Lexia, Second Step, and Newsela. Funded by SMMUSD
1.5	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 to support 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. Additionally, teachers will be afforded time to visit our partner school to deepen teacher efficacy. This practice is expected to benefit students by creating a cohesive instructional program that works towards creating common formative and summative assessments and achieving the school goals.	All Students		None Specified Site leadership will conduct regular formal and informal observations of instruction in literacy and balanced literacy design
1.6	- All 5th-grade students will participate in a parent-funded outdoor science camp which will provide an engaging off-campus, hands-on science-based learning experience.	5th-Grade Students		45,000.00 Parent-Teacher Association (PTA) 7000-7439: Other Outgo Outdoor Science Camp for 5th-grade students
1.7	Science Technology Engineering Art and Math (STEAM) provided by PS Science:	All Students		25,100.00

	STEAM will be integrated throughout all content areas. Reading and writing are components of the science program that are implemented both in the pull-out program, the art classroom, and 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 an engineering 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.			Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures PS Science Engineering Supplemental Instruction
1.8	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.	All Students		30,000.00 Lottery: Instructional Materials 4000-4999: Books And Supplies Supplemental classroom instructional materials 800.00 American Book Drive 4000-4999: Books And Supplies Supplemental Library instructional materials
1.9	ReDiscover Center "Cardboard Playground" lunchtime program. This program fosters creativity, collaboration, and essential work skills. This activity is directly tied to Grant's Project-Based Learning instructional focus.	Students in Grades 1-5		12,500.00 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures This program is being funded by Proposition 28.
1.10	Visual and performing arts instruction provided by consultant Davida Raffa and her team of art teachers. This will be a second semester program. The lessons from this program will be aligned with Grant's PBL instructional focus and serve to support lessons in the general education classroom.	All students		37,000.00 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures This program is being funded by Proposition 28.
1.11	Additional supplemental materials and supplies to support the instructional program in the 2025-2026 school year.	All students		17,870 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Supplemental materials and supplies to support the instructional program for all students.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The strategies and activities outlined in this goal are intended to foster greater knowledge and proficiency in English/Language Arts, Mathematics, and Science. Many of these strategies are being carried over from previous years. We have seen greater student engagement, a deeper knowledge of academic concepts, and an expanded level of curiosity among our students due to the variety of learning opportunities we are providing all of our students.

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

There is little difference from last year's strategies and the coming year's strategies. We intend to build on the deeper levels of engagement we have observed in our students.

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.

We have adjusted the percentages of proficiency among our students based on the assessment data from the 2024-2025 school year. While the shifts in percentages are small, they represent realistic expectations the staff has for ELA and Mathematics. This information can be found in the Annual Measurable Outcomes section of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Opportunities for all Students

- 55% of EL students will meet or exceed the standard in ELA as measured by the CAASPP.
- 55% of EL students will meet or exceed the standard in Mathematics as measured by the CAASPP.
- 60% of EL students will score at or above grade level in Reading/Early Literacy as measured by local Star Assessments. (District benchmark)
- 50% of EL students will score at or above grade level in Mathematics as measured by local Star Assessments. (District benchmark)
- 82% of students who are tested with the ELPAC will score at a level 3 or 4.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

There is a need for an increase in designated ELD instruction (protected time for teaching and learning of EL students, usually through small group or individual instruction) and integrated ELD (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 toward diminishing the achievement gap. Additionally, the District has piloted a new ELD curriculum across grade levels. This curriculum will be deployed during the 2025-2026 school year.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Percent of students who have met or exceeded the standard as measured by CAASPP.	2023 - 2024 CAASPP DATA: • 78% of all students met or exceeded the standard in ELA as measured by the CAASPP. • 53.8 points above the standard (increased 7.2 points from the previous year) (284 students) • English Learners: 4.1 points below standard (increased 9.6 points) (27 students) MATHEMATICS • 70% met or exceeded the standards in Mathematics as measured by the CAASPP. • 46.4 points above the standard (maintained -4.2 points from the previous year) (284 students) • English Learners: 22.3 points below standard (declined 29.1 points) (27 students) We are awaiting the results of the CAASPP assessment for 2024 - 2025. When we receive the final results, we will update the actual outcome data.	2025 - 2026: • 55% of EL and RFEP students will meet or exceed the standard in ELA as measured by CAASPP. • 55% of EL and RFEP students will meet or exceed the standard in Mathematics as measured by the CAASPP.
- Percent of students who have scored at or above grade level in Reading and Mathematics as measured by local Star Assessments. (District benchmark)	2024-2025 LOCAL ASSESSMENT (STAR) DATA: Winter 2025: • 2024 Winter Star Reading Assessment: 84% of students in grades 2-5 scored at or above the benchmark. • 2024 Winter Star Early Literacy Assessment: 72% of students in grades K-1 scored at or above the benchmark. • 2024 Winter Math Assessment: 81% of students in grades K-5 scored at or above the benchmark. • 58% K-1 English Learners scored at or above the 40th percentile on STAR Early	2025 - 2026: • 55% of students in grades 2-5 who are English Learners will score at or above the 40th percentile on STAR Reading during the Spring testing window • 60% of students in grades K-1 who are English Learners will score at or above the 40th percentile on STAR Early Literacy Reading Assessment during the spring testing window • 50% of all EL and RFEP students in grades K - 5 will score at or above the benchmark as measured by the Spring Star Math Assessment. (District benchmark) • The strategies in the plan are expected to increase

	Literacy during the Winter Assessment window (13 students total) • 42% 2-5 English Learners scored at or above the 40th percentile on STAR Reading during the Winter Assessment window (19 students total) Spring 2025: All Students • 86% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Reading Assessment. (local assessment) • 82% of all students in grades 1 - 5 scored at or above the benchmark on the District's Spring Star Math Assessment. (local assessment) Spring 2025: English Learners Star Reading grades 2-5 English Learners who scored at/above standards as measured by the district benchmark (44th percentile and above): • 33% K-1 English Learners scored at or above the 40th percentile on STAR Early Literacy during the Spring Assessment window (13 students total) • 35% 2-5 English Learners scored at or above the 40th percentile on STAR Reading during the Spring Assessment window (19 students total) MATHEMATICS Spring 2025: 79% of 2-5 students scored at/above the benchmark as measured by the Star Math Assessment (40th percentile and above). • 30% of students in grades 2-5 who are English Learners scored at or above the 40th percentile on STAR Math during the spring testing window. (19 students)	the percentage of students who score at or above grade level for students in all subgroups.
- Achievement levels measured by the ELPAC.	2023-2024: • 73% of ELL students maintained at Level 3 or 4 (19 students).	2025 - 2026: • 75% of ELL students who are assessed with the ELPAC will score at a level 3 or 4.

	2024 - 2025: • We are awaiting the final scores for the 2024 - 2025 Summative ELPAC assessment. • 32 students were assessed with the Summative ELPAC.		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	English Language Learners	3,000.00 District LCAP Funds 1000-1999: Certificated Personnel Salaries Teacher hourly rate for providing Academic Vocabulary Toolkit targeted intervention for EL students
2.2	Incorporate integrated and designated instruction for EL students on a daily basis. Provide ongoing professional development in this area.	English Language Learners	2,000.00 District LCAP Funds 0001-0999: Unrestricted: Locally Defined 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 @ $268. The funding for this activity was allocated in Goal #1.
2.3	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 using District approved materials.	English Language Learners	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 Parent-Teacher Association (PTA)

				4000-4999: Books And Supplies Purchase of books and materials that provide students with supplemental learning resources targeting English language acquisition.
2.5	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.	English Language Learners, Neurodiverse Students		District LCAP Funds 1000-1999: Certificated Personnel Salaries The LLI position is funded by the District. This teacher serves all of our ELL students, as well as 2nd and 3rd-grade at-promise readers. The District also funds Special Education teachers and Literacy Coaches.
2.6	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 to support the improvement of the instructional program. Teachers will be afforded an opportunity a couple of times per school year to observe their colleagues' instruction and collaborate on designing lessons. This practice is expected to benefit EL students by creating a cohesive instructional program that will include strategies for increasing language acquisition and developing language proficiency.	English Language Learners		District Funded None Specified Substitutes for this activity/strategy have been accounted for in Planned Improvement Goal #1.
2.7	Implement the new English Language Development Curriculum that was piloted by teachers in the 2024-2025 school year. Training in this new curriculum will be provided by the school district.	All identified EL Students		District LCAP Funds 4000-4999: Books And Supplies Implementation of new ELD curriculum which includes all materials, supplies, and staff training. This strategy is funded by the District.
2.9	School Leadership Team and Professional Learning Community collaboration—The SLT will meet once per month after school and for three full days to analyze and reflect on student data and collaborate on planning effective teaching strategies focusing 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.	All Students		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: 2024-25

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

Analysis

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

Our ELL students saw an increase of 10 points in English/Language Arts on the CAASPP last year. This can be attributed to the strategies that were planned and implemented by the staff.
Inversely, despite the implementation of these strategies, there was a decrease in proficiency in Mathematics as measured by the CAASPP.
The school's School Leadership Team and Professional Learning Communities will continue adjust the effective strategies to close the achievement gap.

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

The school was not able to implement the Academic Vocabulary Toolkit language acquisition program this year because we could not identify any staff member to teach the classes this year. The budget, however, will continue to include funding to implement these classes.

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 are very minor changes in the intended outcomes of this goal from the last school year to the next one. These changes can be found in the Expected Outcomes section of Goal 2.
An added strategy is to implement the new ELD curriculum that was piloted by teachers across SMMUSD in the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Improvements in School Climate
By May 2026:
- 90% 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 12% to 9% as reported on the A2A Attendance data.
- 89% of all students in grades 3-5 will report not being "bullied in the past couple of months," as reported on the OLWEUS 2025-2026 Anti-bullying survey.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

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

The Grant School staff and administration have identified the need to implement effective, research-based programs focused on students' social and emotional well-being. The pandemic has exacerbated deficits in our students' emotional foundation that have lingered over the last few years. In addition, the Grant School staff has identified a need for students to engage in a research-based social/emotional development program to reduce conflict, foster greater empathy for others, and develop self-reflection strategies.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who have indicated they feel safe and connected at school (California Healthy Kids Survey, Grade 5)	2024-2025: California Healthy Kids Survey Grade 5: • Student School Connectedness: Goal: 89% (actual 90%) - (*Average reporting "Yes, most of the time" or "Yes, all of the time") • Students feeling safe at school: Goal: 94% (actual 96%) - (*Average reporting "Yes, most of the time" or "Yes, all of the time")	2025 - 2026: California Healthy Kids Survey Grade 5: Student School Connectedness: 90%; Students feeling safe at school: 95%
Percentage of students, staff, and parents who respond positively towards what Grant School offers	2024-2025 Hannover Culture and Climate Survey	2025 - 2026: Hannover Culture and Climate Survey: We expect to increase the percentage

students, including the instructional program and extracurricular programs, safety, and meaningful connections. (Hannover Culture and Climate Survey, Spring 2025)

The Hannover School Climate Survey was administered to students, staff, and parents in Spring 2025.

The major indicators that were reviewed were:

OVERALL QUALITY OF SCHOOL: How would you rate the overall quality at your child's school?:
- Excellent/Good (86%)

I like Grant School:
- Strongly Agree/Agree. (91%)

PARENTS:
My child's school:
- has classrooms that support student learning. (91%)
- provides a broad course of study. (89%)
- prepares students to be ready for the future. (79%)
- students have access to the materials they need to learn. (93%)
- instructional materials are in good condition. (86%)
- teachers want students to succeed. (97%)

My child's school provides enough resources and support for:
- regular attendance at school. (93%)
- students receiving special education services. (84%)
- English Learners. (74%)

Agree or Disagree:
- quality co-curricular activities for students (i.e., drama, band): (85%)

School Engagement Activities:
Agree or Disagree:
- I have attended one or more parent conferences. (95%)
- The school effectively communicates with parents regarding their child's academic progress. (87%)
- The school makes it easy for parents to attend meetings. (91%)
- I feel comfortable interacting with parents of cultural and ethnic backgrounds that are different than my own. (89%)

of students, staff, and parents positive impressions and feelings of Grant School. Areas for growth include:
- students understanding of how what they are learning relates to their future.
- staff's feelings that Grant's instruction adequately challenges advanced students, and additional staffing to provide greater security.

and
- parents feelings that Grant is offering a rigorous educational program for "advanced" students.

- The school notified and provided families about available community resources. (86%)

I feel the school/District offered to parents the following during the school year:
- Parent conferences: (94%)
- PTA activities: (91%)
- School councils or committees: (87%)

Parent Engagement:
Agree or Disagree: Grant
- makes parents feel welcome. (93%)
- engages the community. (93%)
- engages parents. (88%)

The school/District:
- encourages families to attend school-sponsored activities (i.e., Back to School Night). (98%)
- encourages families to volunteer. (93%)
- informs families about school-sponsored activities (i.e., tutoring, after-school programs, student performances). (84%)

Campus Safety:
Agree or Disagree: My child's school:
- teaches students and staff what to do in an emergency. (92%)
- has safety and security procedures in place. (84%)

STUDENTS:
Agree or Disagree:
- I have opportunities to be curious at school. (86%)
- I am comfortable being myself around other students. (83%)
- I feel a sense of belonging at school. (82%)
- I feel empowered at school. (80%)

Student Attitudes Towards Learning:
How often were the following true about the things you learned in your classes this school year?:
- I learn a lot in my classes. (73%)

- I see how what I'm learning relates to my future. (60%)

STAFF:
Instructional Climate: Grant School:
- sets high expectations for student achievement. (95%)
- provides a broad course of study (i.e., art, science, music). (90%)
- prepares students to be ready for the future. (86%)
- adequately challenges advanced students. (60%)

Teachers:
- keep students updated on their academic progress. (100%)
- provide extra help to students when they need it. (100%)
- provide helpful feedback on student learning. (100%)
- want students to succeed. (100%)

Staff Members' Positive Relationships:
Agree or Disagree:
- I have positive relationships with students at my school. (100%)
- I have positive relationships with other staff members at my school. (95%)
- My colleagues care about me. (90%)
- My supervisor/manager cares about me. (90%)

Safety/Security:
- There are safety and security procedures in place. (100%)
- Students and staff know what to do in an emergency. (89%)
- The physical design of the campus supports student safety. (84%)
- There are enough staff members to support student safety. (37%)

OVERALL QUALITY OF SCHOOL (STAFF RESPONSES):
How would you rate the overall quality of education at Grant?:
- Excellent/Good: (100%)

	Agree or Disagree: I like Grant School: Strongly Agree/Agree. (95%)		
Percentage of students who have reported being "bullied" (OLWEUS Anti-bullying survey data Grades 3 - 5)	2024 - 2025 OLWEUS Survey Grades 3-5: The District did not administer this assessment in the 2024-2025 school year.	OLWEUS 2025-2026 Anti-bullying percentages: - 89% of all students in grades 3-5 will report not having been "bullied in the past couple of months".	
Chronic absenteeism percentages (A2A Attendance Data - All grades)	A2A Attendance Data: All grades: Chronically Absent Rates: 2024-2025: 12% (May 2025)	A2A Attendance Data: All grades: Chronically Absent Rates: 2024 - 2025: 9%	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Grant School Staff will: - implement a school-wide bully-free program and character development programs OLWEUS, Responsive Classroom, Mindfulness strategies, Second Step, Social Justice Standards, and Restorative Justice practices. - charge its Social/Emotional Learning/OLWEUS staff committee with engaging in full-day training focused on the foundations and strategies for providing meaningful SEL. Then, it will extend that training to the entire staff, which will include teachers, Instructional Assistants, Paraprofessionals, Office Staff, Administrators, Campus Monitors, and Parents. - most of the Grant Staff have engaged in multi-day training in Restorative Justice practices. Additional staff will participate in this training with the goal of reducing the number of student peer conflicts, instilling greater empathy in each student, and building strong classroom and schoolwide communities. - continue training all staff in Social Justice Standards training utilizing district-provided specialists. As of May 2025, most of the Grant staff have been trained in the basics of the Social Justice Standards.	All Students	Site Formula Funds 0001-0999: Unrestricted: Locally Defined The funds for Olweus and other assemblies related to these activities are allocated in Goal #1 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. Funding allocated in Goal #1. 4,900.00 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, and Math Olympiad.

	• provide anti-bias/anti-racist lessons for students and use a critical lens in all subject areas. For example, notice any bias from an author, notice who is left out, and notice how one culture, gender, or race is represented. • charge its Diversity, Equity, Inclusion, and Accessibility staff and PTA committees by arranging for training focused on creating a culture of acceptance, tolerance, empathy, and acceptance. Then, it will extend that training to the entire staff, which will include Instructional Assistants, Paraprofessionals, Office Staff, Administrators, Campus Monitors, and Parents. Additionally,: • Grant teachers have had professional learning in the Social Justice Standards and have included strategies in the School Implementation Plan (SIP) focusing on the "Identity" domain as an initial foray into this area. This training will continue throughout the 2025-2026 school year. • provide all students with off-campus learning opportunities that expose them to enriching, culturally relevant, and meaningful information that provides context and depth across all curricular areas. Additionally, staff will identify culturally relevant locations and topics based on students' heritage and local and national history and ensure state standards are considered.		
3.2	Contract with the Soul of Cali dance program. This program fosters feelings of inclusion because of its focus on dance with roots in various cultures around the world, while providing a rigorous athletic experience two times per week.	Students in Grades 1-3	5,000.00 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures This program will be funded through Proposition 28.	
3.3	Local agencies will provide counseling services to students who qualify for this intervention through referrals from parents, teachers, and Grant's 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 and is based on immediate needs.	Specifically Identified Students	None Specified St. Johns Health Center and other agencies to provide counseling to students	
3.4	• Responsive Classroom Training for Teachers and Staff. Responsive	All Students	24,900.00 Site Formula Funds 0000: Unrestricted	

		Classroom practices are a student-centered, social, and emotional learning approach to teaching and discipline. It comprises 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 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 conflicts among themselves. • A portion of the teaching staff attended a four-day intensive training in Responsive Classroom in August 2019. Additional staff, including support staff, were offered less advanced training throughout subsequent school years. All classes implement Responsive Classroom strategies such as morning and afternoon student meetings, interactive modeling, and icebreakers to create connections among students and foster a positive and collaborative community in the classroom. All support staff have been engaged in SEL training over the last three school years. • Additional Social/Emotional Learning, professional learning, and development opportunities for all staff will be identified and budgeted during the 2025-2026 school year.		Responsive Classroom and other SEL programs professional development for teachers and support staff. Funds allocated in Goal #1.
	3.6	All students will be provided with assemblies for various heritage celebrations, including Black History Month, Hispanic Heritage Month, Asian American/Pacific Islander/Native Hawaiian Heritage Month, and the Spring holiday of Holi, among others. Students will continue to be exposed to various cultures, with a focus on music, dance, history, and cuisine.	All Students	10,000.00 Parent-Teacher Association (PTA) None Specified Student Assemblies and Incentives

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Most of the proposed strategies and activities are being carried over from the previous year as they were deemed effective upon review of the data. We will build on the success of the last year and shift our activities, as warranted.

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

There is an increase in the budget for Goal #3 as we will be providing Responsive Classroom training to a large group of teachers in August 2025. Additionally, Grant School has been utilizing Proposition 28 funding to increase the number of contracted services to achieve our benchmarks in Goal 3.

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 are minor changes to the expected outcomes percentages of students who feel connected to their school and safe when they are at school. This is due to the increase of the number of students who report feelings of connectedness and safety over the last year. This information can be found in Goal #3 under Annual Measurable Outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$594,205.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

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 ($)
American Book Drive	$800.00
District Funded	$7,000.00
District LCAP Funds	$91,400.00
Lottery: Instructional Materials	$30,000.00
Parent-Teacher Association (PTA)	$133,000.00
Site Formula Funds	$278,035.00
Stretch Grant (Ed Foundation)	$53,970.00

Subtotal of state or local funds included for this school: $594,205.00

Total of federal, state, and/or local funds for this school: $594,205.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	1,105.72	305.72
Site Formula Funds		
Stretch Grant (SMMEF)		
Lottery: Instructional Materials		

Expenditures by Funding Source

Funding Source	Amount
American Book Drive	800.00
District Funded	7,000.00
District LCAP Funds	91,400.00
Lottery: Instructional Materials	30,000.00
Parent-Teacher Association (PTA)	133,000.00
Site Formula Funds	278,035.00
Stretch Grant (Ed Foundation)	53,970.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	24,900.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	14,900.00
2000-2999: Classified Personnel Salaries	245,735.00
4000-4999: Books And Supplies	91,670.00
5800: Professional/Consulting Services And Operating Expenditures	122,500.00
7000-7439: Other Outgo	45,000.00
None Specified	47,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

4000-4999: Books And Supplies	American Book Drive	800.00
1000-1999: Certificated Personnel Salaries	District Funded	7,000.00
0001-0999: Unrestricted: Locally Defined	District LCAP Funds	2,000.00
1000-1999: Certificated Personnel Salaries	District LCAP Funds	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	District LCAP Funds	86,400.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	30,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	40,500.00
7000-7439: Other Outgo	Parent-Teacher Association (PTA)	45,000.00
None Specified	Parent-Teacher Association (PTA)	47,500.00
0000: Unrestricted	Site Formula Funds	24,900.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,900.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	245,735.00
4000-4999: Books And Supplies	Site Formula Funds	2,500.00
4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	17,870.00
5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	36,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	542,405.00
Goal 2	7,000.00
Goal 3	44,800.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Christian Fuhrer	Principal
Carrie Raine	Classroom Teacher
Florencia Rams	Other School Staff
Christina Spanos	Parent or Community Member
Daniel Wheeler	Other School Staff
Erin Urbina	Classroom Teacher
Ayinde Alakoye	Parent or Community Member
Mark Driver	Parent or Community Member
Lisette Islas	Parent or Community Member
Laura Kachergus	Parent or Community Member
Samantha Sugar	Parent or Community Member
Ivonne Sunchin	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
Yhoisi Olford	English Learner Advisory Committee
Christian Fuhre	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 May 19, 2025.

Attested:

Signature	
Christian Fuhrer	Principal, Mr. Christian Fuhrer on May 19, 2025
Christian Fuhrer	SSC Chairperson, Christian Fuhrer, SSC Chair on May 19, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

CALIFORNIA HEALTHY KIDS SURVEY

Grant Elementary
Elementary
2024-2025
Main Report

California Department of
EDUCATION

WestEd
WestEd.org

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PREFACE

This report provides the detailed results for each question from the 2024-25 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM) and Mental Health Supports Module, that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- mental health, supports for social-emotional learning, and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and life satisfaction. It includes 39 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

Mental Health Supports Module (Supplementary)

The Mental Health Supports Module (MHSM) assesses students' mental health, openness to utilizing mental health supports and services, and access to mental health services at school and elsewhere. This 12-item module was developed by the University of California, San Francisco Institute for Health Policy Studies.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

Table A1.1 gives the target sample of students and the final number and percentage of students who completed the survey (the participation response rate).

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

Race/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/my-surveys). The dashboard can be used to graphically display statewide, county, and district key indicators and item-level results, trends over time, and differences in survey outcomes by race/ethnicity, gender, afterschool program participation, and other characteristics. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender, race/ethnicity, afterschool participation, and other characteristics; and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the

questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Secondary CHKS Results**. Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The aggregated results from the 2021-2023 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_2123_elem_chks.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Climate Report Card

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr).

Disaggregated Reports

CalSCHLS staff can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Attendance	✓		✓	
School boredom	✓			
School connectedness	✓			
Student Social-Emotional and Physical Well-being				
Alcohol, tobacco, and drug use	✓		✓	✓
Bedtime	✓			
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Life satisfaction		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Social-emotional distress		✓		
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate Conditions				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Physical environment	✓		✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	92
Final number	25
Response Rate	27%

Table A1.2

Number of Respondents by Instructional Model

	Grade 5
In-school learning only	25
Remote learning only	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports		
School connectedness[†]	90	A6.3
School connectedness[†][ψ] *(Remote Only)*		A6.3
Academic motivation[†]	88	A6.3
School boredom[σ]	21	A6.9
Caring adults in school[†]	80	A6.3
High expectations-adults in school[†]	93	A6.3
Meaningful participation[†]	54	A6.3
Facilities upkeep[σ]	60	A6.10
Parent involvement in schooling[†]	84	A10.2
Social and emotional learning supports[†]	75	A7.1
Antibullying climate[†]	79	A9.6
School Safety and Cyberbullying		
Feel safe at school[σ]	96	A9.1
Feel safe on way to and from school[σ]	92	A9.1
Been hit or pushed	21	A9.2
Mean rumors spread about you	17	A9.2
Called bad names or target of mean jokes	29	A9.2
Saw a weapon at school[§]	0	A9.5
Cyberbullying[¶]	29	A9.3
School Disciplinary Environment		
Rule clarity[σ]	96	A8.2
Students well behaved[σ]	64	A8.4
Students treated fairly when break rules[σ]	83	A8.1
Students treated with respect[σ]	88	A8.1

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

[σ]*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[ψ]*The scale was based on four questions for remote respondents.*

[§]*Past year.*

[¶]*Past 30 days.*

Table A2.2

Key Indicators of Substance Use, Health Routines, Remote Schooling, and Student Well-Being

	Grade 5 %	Table
Substance Use		
Alcohol or drug use$^\phi$	25	A11.1
Marijuana use$^\phi$	0	A11.1
Cigarette use$^\phi$	0	A12.1
Vaping$^\phi$	0	A12.1
Health Routines		
Eating of breakfast$^|$	96	A4.1
Late bedtime (at 10 pm or later)$^\pm$	12	A4.2
Remote Schooling		
Remote learning frequency (5 days per week)$^{\P\delta}$		A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$		A5.1
Meaningful opportunities$^{\sigma\delta}$		A5.2
Mental Health		
Frequent sadness$^\sigma$	4	A13.1
Wellness$^\sigma$	88	A13.2

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

$^\phi$*Lifetime.*

$^|$*This morning.*

$^\pm$*Last night.*

¶*Past 30 days.*

$^\|$*Past 7 days.*

¶*Past 30 days.*

$^\delta$*Remote only.*

$^\sigma$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 5 %
In-School Model	100
Remote Learning Model	0

Question ES A.1: Which of the following best describes your school schedule during the past 30 days?

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

In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Gender of Sample

	Grade 5 %
Female	36
Male	64

Question ES A.2: Are you female or male?

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

Table A3.3

Race or Ethnicity

	Grade 5 %
American Indian or Alaska Native, non-Hispanic	0
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	4
Hispanic or Latino/a	36
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	36
Multiracial, non-Hispanic	24
Something else, non-Hispanic	0

Question ES A.4: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latino/a... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Number of Days Attending Afterschool Program

	Grade 5 %
0 days	44
1 day	4
2 days	16
3 days	0
4 days	4
5 days	32

Question ES A.6: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

4. Health Routines

Table A4.1

Eating of Breakfast

	Grade 5 %
No	4
Yes	96

Question ES A.5: Did you eat breakfast this morning?

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

Table A4.2

Bedtime

	Grade 5 %
Before 9:00 pm	32
Between 9:00 pm and 10:00 pm	56
Between 10:00 pm and 11:00 pm	8
Between 11:00 pm and midnight	4
After 12:00 am	0
Late bedtime (at 10 pm or later)	12

Question ES A.7: What time did you go to bed last night?

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

5. Remote Schooling

Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.

Table A5.1

Remote Schooling Schedule and Instructional Time *(Remote Only)*

	Grade 5 %
Time spent on learning and completing schoolwork from home on the average weekday	
Less than 1 hour	
Between 1 and 2 hours	
Between 2 and 3 hours	
Between 3 and 4 hours	
Between 4 and 5 hours	
More than 5 hours	
Number of days in the past week participating in an online class from home where your teacher talked to students	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	
Number of weekdays participating in school from home for the entire school day	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	

Question ES A.9-11: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Schooling *(Remote Only)*

	Grade 5 %
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

Question ES A.14: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?

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

6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 5 %
One of the best students	36
Better than most students	28
About the same as others	24
Don't do as well as most others	12

Question ES A.37: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school in the past 30 days	76
1 day	8
2 days	16
3 or more days	0

Question ES A.8, 12: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of school from home for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	76	
Caring adults in school	80	A6.4
High expectations-adults in school	93	A6.5
Meaningful participation at school	54	A6.6
School connectedness	90	A6.7
School connectedness$^{\psi}$ *(Remote Only)*		A6.7
Academic motivation	88	A6.8

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

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

Scales are based on the average percentage of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.

$^{\psi}$*The scale was based on four questions for remote respondents.*

Table A6.4
Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	80
Do the teachers and other grown-ups at school...	
care about you?	
No, never	0
Yes, some of the time	16
Yes, most of the time	12
Yes, all of the time	72
listen when you have something to say?	
No, never	0
Yes, some of the time	12
Yes, most of the time	44
Yes, all of the time	44
make an effort to get to know you?	
No, never	4
Yes, some of the time	28
Yes, most of the time	36
Yes, all of the time	32

Question ES A.28, 38, 42: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

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

Table A6.5

High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	93
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	0
Yes, some of the time	12
Yes, most of the time	28
Yes, all of the time	60
believe that you can do a good job?	
No, never	0
Yes, some of the time	4
Yes, most of the time	20
Yes, all of the time	76
want you to do your best?	
No, never	0
Yes, some of the time	4
Yes, most of the time	4
Yes, all of the time	92

Question ES A.29, 39, 43: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A6.6

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	54
Are you given a chance to help decide school activities or rules?	
No, never	24
Yes, some of the time	44
Yes, most of the time	28
Yes, all of the time	4
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	0
Yes, some of the time	28
Yes, most of the time	48
Yes, all of the time	24
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	12
Yes, some of the time	20
Yes, most of the time	32
Yes, all of the time	36
Do you get to do interesting activities at/when you participate in school?	
No, never	0
Yes, some of the time	24
Yes, most of the time	32
Yes, all of the time	44

Question ES A.26, 27, 30-33: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

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

Table A6.6

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	16
Yes, some of the time	36
Yes, most of the time	24
Yes, all of the time	24
Do your teachers ask you what you want to learn about?	
No, never	24
Yes, some of the time	60
Yes, most of the time	12
Yes, all of the time	4
Do you do things to be helpful at/in school?	
No, never	0
Yes, some of the time	36
Yes, most of the time	40
Yes, all of the time	24

Question ES A.34-36, 40, 41: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

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

Table A6.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	90
School connectedness$^{\psi}$ *(Remote Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you feel close to people at/from this school?	
No, never	4
Yes, some of the time	20
Yes, most of the time	28
Yes, all of the time	48
Are you happy to be at/with this school?	
No, never	0
Yes, some of the time	8
Yes, most of the time	48
Yes, all of the time	44
Do you feel like you are part of this school?	
No, never	0
Yes, some of the time	8
Yes, most of the time	28
Yes, all of the time	64
Do teachers treat students fairly?	
No, never	0
Yes, some of the time	8
Yes, most of the time	32
Yes, all of the time	60

Question ES A.15-19, 22, 23: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]

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

$^{\psi}$The scale was based on four questions for remote respondents.

Table A6.7

School Connectedness Scale Questions – Continued

	Grade 5 %
Do you feel safe at school?	
No, never	0
Yes, some of the time	4
Yes, most of the time	38
Yes, all of the time	58

Question ES A.75: Do you feel safe at school? [In-school only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	88
Do you finish all your school assignments?	
No, never	0
Yes, some of the time	8
Yes, most of the time	33
Yes, all of the time	58
When you get a bad grade, do you try even harder the next time?	
No, never	0
Yes, some of the time	4
Yes, most of the time	17
Yes, all of the time	79
Do you keep working and working on your schoolwork until you get it right?	
No, never	4
Yes, some of the time	8
Yes, most of the time	38
Yes, all of the time	50
Do you keep doing your schoolwork even when it's really hard for you?	
No, never	8
Yes, some of the time	17
Yes, most of the time	13
Yes, all of the time	63

Question ES A.59-62: Do you finish all your school assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it's really hard for you?

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

Table A6.9

School Boredom

	Grade 5 %
No, never	21
Yes, some of the time	58
Yes, most of the time	13
Yes, all of the time	8

Question ES A.13, 58: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]

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

Table A6.10

Quality of School Physical Environment

	Grade 5 %
Is your school building neat and clean?	
No, never	8
Yes, some of the time	32
Yes, most of the time	44
Yes, all of the time	16

Question ES A.24: Is your school building neat and clean?

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

7. Supports for Learning at School

Table A7.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	75
Does your school...	
help students resolve conflicts with one another?	
No, never	0
Yes, some of the time	25
Yes, most of the time	29
Yes, all of the time	46
teach students to understand how other students think and feel?	
No, never	13
Yes, some of the time	17
Yes, most of the time	21
Yes, all of the time	50
teach students to feel responsible for how they act?	
No, never	8
Yes, some of the time	21
Yes, most of the time	33
Yes, all of the time	38
teach students to care about each other and treat each other with respect?	
No, never	0
Yes, some of the time	17
Yes, most of the time	13
Yes, all of the time	71

Question ES A.50-53: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect? Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Teachers Checking on how Students are Feeling

	Grade 5 %
No, never	4
Yes, some of the time	32
Yes, most of the time	32
Yes, all of the time	32

Question ES A.25: Do the teachers and other grown-ups from your school check on how you are feeling?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Students at School Motivated to Learn

	Grade 5 %
No, never	4
Yes, some of the time	20
Yes, most of the time	52
Yes, all of the time	24

Question ES A.20, 21: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

8. Fairness, Rule Clarity, and Positive Student Behavior

Table A8.1

Fairness Scale Questions

	Grade 5 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	85
Do teachers treat students fairly?	
No, never	0
Yes, some of the time	8
Yes, most of the time	32
Yes, all of the time	60
Are the school rules fair?	
No, never	0
Yes, some of the time	24
Yes, most of the time	60
Yes, all of the time	16
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	12
Yes, most of the time	32
Yes, all of the time	56
Are students treated fairly when they break school rules?	
No, never	8
Yes, some of the time	8
Yes, most of the time	63
Yes, all of the time	21

Question ES A.22, 23, 44-46: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

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

Table A8.2

Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	4
Yes, most of the time	52
Yes, all of the time	44

Question ES A.49: Do students know what the rules are?

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

Table A8.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior	
Average reporting "Yes, most of the time" or "Yes, all of the time"	96
Positive behavior$^\lambda$ *(Remote Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	0
Yes, most of the time	33
Yes, all of the time	67
Do you follow the playground rules at recess and lunch times?	
No, never	4
Yes, some of the time	8
Yes, most of the time	29
Yes, all of the time	58
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	4
Yes, most of the time	29
Yes, all of the time	67
Are you nice to other students?	
No, never	0
Yes, some of the time	0
Yes, most of the time	13
Yes, all of the time	88

Question ES A.63-66: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times? [In-School only]... Do you listen when your teacher is talking?... Are you nice to other students?
Notes: Cells are empty if there are less than 10 respondents.
$^\lambda$*The scale was based on three questions for remote respondents.*

Table A8.4

Students at School Well Behaved

	Grade 5 %
No, never	0
Yes, some of the time	36
Yes, most of the time	56
Yes, all of the time	8

Question ES A.47, 48: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

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

9. School Violence, Victimization, and Safety

Table A9.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	0
Yes, some of the time	4
Yes, most of the time	38
Yes, all of the time	58
Do you feel safe on your way to and from school?	
No, never	0
Yes, some of the time	8
Yes, most of the time	25
Yes, all of the time	67

Question ES A.75, 76: Do you feel safe at school?... Do you feel safe on your way to and from school?

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

Table A9.2
Violence Victimization Scale Questions

	Grade 5 %
Violence victimization	
Average reporting "Yes"	22
Do other kids hit or push you at school when they are not just playing around?	
No, never	79
Yes, some of the time	21
Yes, most of the time	0
Yes, all of the time	0
Do other kids at/from school spread mean rumors or lies about you?	
No, never	83
Yes, some of the time	13
Yes, most of the time	4
Yes, all of the time	0
Do other kids at/from school call you bad names or make mean jokes about you?	
No, never	71
Yes, some of the time	25
Yes, most of the time	4
Yes, all of the time	0

Question ES A.68-70, 72, 73: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]

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

Table A9.3

Cyberbullying, Past 30 Days

	Grade 5 %
No, never	71
Yes, some of the time	17
Yes, most of the time	13
Yes, all of the time	0

Question ES A.67: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A9.4

Been Teased About Body Image

	Grade 5 %
No	79
Yes	21

Question ES A.77, 78: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A9.5

Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought a gun or knife to school	
No	100
Yes	0
Saw another kid with a gun or knife at school	
No	100
Yes	0

Question ES A.71, 74: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?
Note: Cells are empty if there are less than 10 respondents.

Table A9.6
Antibullying Climate Scale Questions

	Grade 5 %
Antibullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	79
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	0
Yes, some of the time	4
Yes, most of the time	4
Yes, all of the time	92
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	4
Yes, some of the time	4
Yes, most of the time	21
Yes, all of the time	71
Students at/from your school try to stop bullying when they see it happening.	
No, never	17
Yes, some of the time	33
Yes, most of the time	38
Yes, all of the time	13

Question ES A.54-57: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]

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

10. Home Supports and Involvement in Schooling

Table A10.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	100
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	0
Yes, some of the time	0
Yes, most of the time	4
Yes, all of the time	96
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	0
Yes, all of the time	100

Question ES A.91, 92: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

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

Table A10.2

Parent Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	84
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	0
Yes, some of the time	0
Yes, most of the time	13
Yes, all of the time	88
ask if you did your homework/schoolwork?	
No, never	4
Yes, some of the time	0
Yes, most of the time	17
Yes, all of the time	79
check your homework/schoolwork?	
No, never	33
Yes, some of the time	8
Yes, most of the time	29
Yes, all of the time	29
ask you about school?	
No, never	0
Yes, some of the time	8
Yes, most of the time	17
Yes, all of the time	75
ask you about your grades?	
No, never	4
Yes, some of the time	21
Yes, most of the time	21
Yes, all of the time	54

Question ES A.90, 93-98: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework? [In-school only]... Does a parent or some other grown-up at home check your homework? [In-school only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

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

11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	25
Alcohol, a full glass	0
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	0
None of the above	75
Any of the above	25

Question ES A.83-85: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	0
Yes, a little bad	58
Yes, very bad	42
Marijuana (smoke, vape, eat, or drink)	
No, not bad	4
Yes, a little bad	8
Yes, very bad	67
I don't know what marijuana is	21

Question ES A.88, 89: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever vaped	0

Question ES A.81, 82: Have you ever smoked a cigarette?... Have you ever vaped?
Note: Cells are empty if there are less than 10 respondents.

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	4
Yes, a little bad	0
Yes, very bad	96
Do you think vaping is bad for a person's health?	
No, not bad	0
Yes, a little bad	8
Yes, very bad	92

Question ES A.86, 87: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 5 %
No, never	25
Yes, some of the time	71
Yes, most of the time	0
Yes, all of the time	4

Question ES A.80: Do you feel sad?
Note: Cells are empty if there are less than 10 respondents.

Table A13.2

Wellness

	Grade 5 %
Do you feel good and happy?	
No, never	0
Yes, some of the time	13
Yes, most of the time	54
Yes, all of the time	33

Question ES A.79: Do you feel good and happy?
Note: Cells are empty if there are less than 10 respondents.

14. Race/Ethnic Breakdowns

Table A14.1

School Engagement and Supports by Race/Ethnicity

	Grade 5 %
School Connectedness[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
School Connectedness[†ψ] *(Remote Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Academic motivation[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[†]Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.

[ψ]The scale was based on four questions for remote respondents.

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
School boredom$^\sigma$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Caring adults in school†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
High expectations-adults in school†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^\sigma$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
Meaningful participation[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Facilities upkeep[σ]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Parent involvement in schooling[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

[σ]*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
Social and emotional learning supports[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Antibullying climate[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

Table A14.2

School Safety by Race/Ethnicity

	Grade 5 %
Feel safe at school[σ]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Feel safe on way to and from school[σ]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been hit or pushed	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[σ] *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.2
School Safety by Race/Ethnicity – Continued

	Grade 5 %
Mean rumors spread about you	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Called bad names or target of mean jokes	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Saw a weapon at school[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past year.*

Table A14.3
Cyberbullying by Race/Ethnicity

	Grade 5 %
Cyberbullying¶	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A14.4

School Disciplinary Environment by Race/Ethnicity

	Grade 5 %
Rule clarity$^\sigma$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Students well behaved$^\sigma$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Students treated fairly when break rules$^\sigma$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^\sigma$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.4

School Disciplinary Environment by Race/Ethnicity – Continued

	Grade 5 %
Students treated with respect$^\sigma$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^\sigma$ *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.5

Substance Use by Race/Ethnicity

	Grade 5 %
Alcohol or drug use$^\phi$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Marijuana use$^\phi$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Cigarette use$^\phi$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
$^\phi$*Lifetime.*

Table A14.5

Substance Use by Race/Ethnicity – Continued

	Grade 5 %
Vaping$^{\phi}$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
$^{\phi}$*Lifetime.*

Table A14.6
Health Routines by Race/Ethnicity

	Grade 5 %
Eating of breakfast[|]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Late bedtime (at 10 pm or later)[±]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[\|]*This morning.*
[±]*Last night.*

Table A14.7

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 5 %
Remote learning frequency (5 days per week)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Synchronous instruction (4 days or more)[‖]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Meaningful opportunities$^{\delta}$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[‖]*Past 7 days.*

[¶]*Past 30 days.*

$^{\delta}$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.8

Mental Health by Race/Ethnicity

	Grade 5 %
Frequent sadness$^\delta$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Wellness$^\delta$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^\delta$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

15. Gender Breakdowns

Table A15.1

School Engagement and Supports by Gender

	Grade 5 Female %	Grade 5 Male %
School connectedness[†]		88
School connectedness[†ψ] *(Remote Only)*		
Academic motivation[†]		91
School boredom[†]		25
Caring adults in school[†]		75
High expectations-adults in school[†]		94
Meaningful participation at school[†]		52
Facilities upkeep[σ]		56
Parent involvement in schooling[†]		84
Social and emotional learning supports[†]		73
Antibullying climate[†]		77

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

[ψ]*The scale was based on four questions for remote respondents.*

[σ]*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A15.2

School Safety, Cyberbullying, School Disciplinary Environment, and Substance Use by Gender

| | Grade 5 | |
	Female %	Male %
School Safety and Cyberbullying		
Feel safe at school$^\sigma$		94
Feel safe on way to and from school$^\sigma$		88
Been hit or pushed		25
Mean rumors spread about you		19
Called bad names or target of mean jokes		38
Saw a weapon at school§		0
Cyberbullying¶		31
School Disciplinary Environment		
Rule clarity$^\sigma$		94
Students well behaved$^\sigma$		63
Students treated fairly when break rules$^\sigma$		81
Students treated with respect$^\sigma$		81
Substance Use		
Alcohol or drug use$^\phi$		38
Marijuana use$^\phi$		0
Cigarette use$^\phi$		0
Vaping$^\phi$		0

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

$^\sigma$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

§*Past year.*

¶*Past 30 days.*

$^\phi$*Lifetime.*

Table A15.3

Health Routines, Remote Schooling, and Mental Health by Gender

| | Grade 5 | |
	Female %	Male %
Health Routines		
Eating of breakfast[|]		94
Late bedtime (after 10 pm)$^\pm$		13
Remote Schooling		
Remote learning frequency (5 days per week)$^{\P\delta}$		
Synchronous instruction (4 days or more)$^{\|\delta}$		
Meaningful opportunities$^{\dagger\delta}$		
Mental Health		
Frequent sadness$^\sigma$		6
Wellness$^\sigma$		88

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

[|]*This morning.*

$^\pm$*Last night.*

¶*Past 30 days.*

$^\delta$*Remote only.*

$^\|$*Past 7 days.*

$^\sigma$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

SchoolStatus Attend

Chronic Absenteeism Analysis Report

2024-25

Santa Monica-Malibu Unified School District

Report Date: 4/27/2025

Chronic (based on excused and unexcused absences):
Chronic: A student who misses 10% or more of student instructional days
Severe Chronic: A student who misses 20% or more of student instructional days

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

Grant Elementary

SchoolStatus Attend

Chronic Absenteeism Analysis Report

2024-25

Chronic (based on excused and unexcused absences):
Chronic: A student who misses 10% or more of student instructional days
Severe Chronic: A student who misses 20% or more of student instructional days

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

Santa Monica-Malibu Unified School District

Report Date: 4/27/2025

Percent of Students that are Chronically Absent Over Time (Presented by: By Site Name --- Drillable by: By Grade)
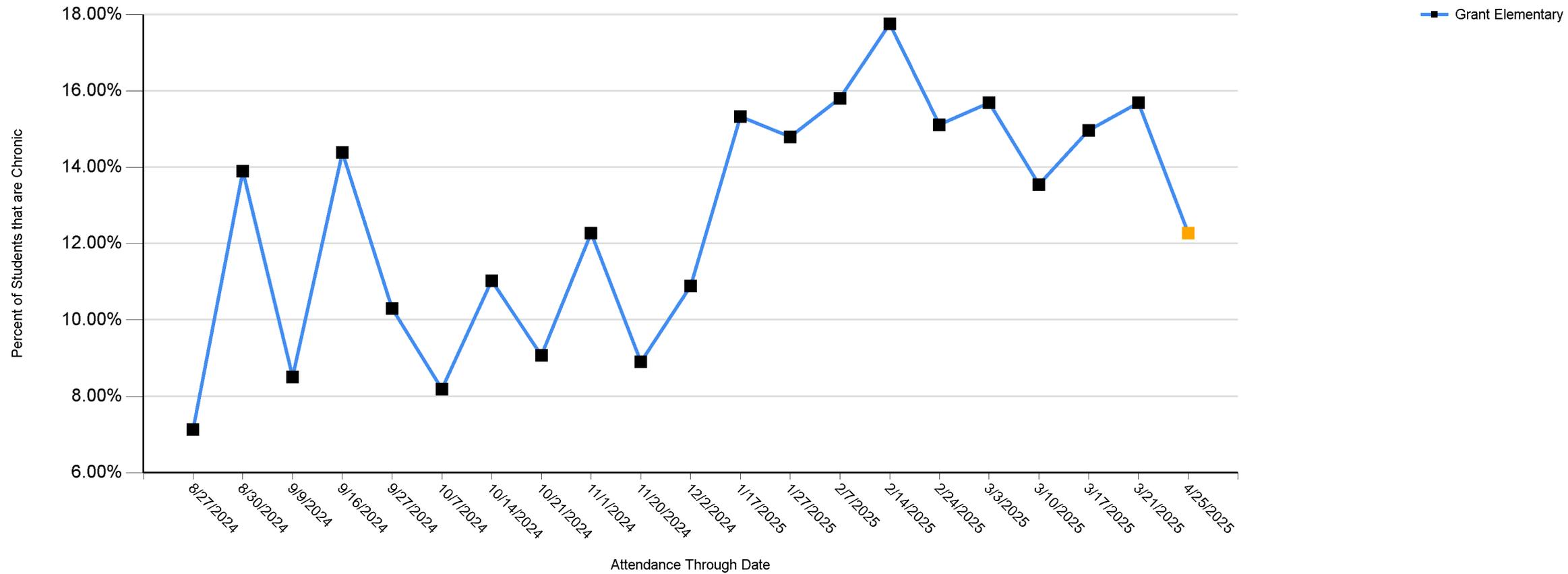
SchoolStatus Attend

Chronic Absenteeism Analysis Report

Santa Monica-Malibu Unified School District

2024-25

Report Date: 4/27/2025

Chronic (based on excused and unexcused absences):
Chronic: A student who misses 10% or more of student instructional days
Severe Chronic: A student who misses 20% or more of student instructional days

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

	Attendance Through	# of Students	# of Students who are chronic	% Chronic
Grant Elementary				

Orange data point and table row reflect nightly uploaded data.

Culture and Climate Survey

Santa Monica Malibu Unified School District

Data

In this dashboard, Hanover presents the longitudinal results of the **2025 Climate and Culture Survey** administered online to students, parents, and staff. See below for the total sample and respondent breakdown. In addition to aggregate results, this dashboard presents responses by school, stakeholder role, and various other respondent groups using the filters and chart segments in the header.

The survey results are divided into sections based upon the survey question order.

Using the Dashboard

The dashboard displays results for all survey questions organized thematically on each tab. Users may filter the data using the drop-down menus in the header section, or break down the charts by selecting a segment, to compare differences across various respondent groups and sub-groups.

When using the filters, note the following:

- Filters in **green** will filter the data on the entire page; **chart segments** will break down the charts by the subgroups of the respondent group selected for side-by-side comparison.
- Results will only be displayed for questions with a sample size greater than or equal to 10.
  - Note: Because questions related to English Learners had less than 10 responses each year of administration, those questions have been left out of this dashboard.
- Tables display "***" in cells where data suppression is applied.
- Some charts display "Top 2" responses for scales (e.g., % "somewhat agree" or "strongly agree").
- Click "Full Scale View" in the left-hand navigation pane to see the full breakdown of responses for all scale points.
- Some questions include an "i" icon so users can view additional display logic notes on hover.

Year	Sample Size
2025	2,039
Total	**2,039**

Responses by Role

● Student ● Staff ● Parent

	2025
Parent	37%
Staff	13%
Student	50%
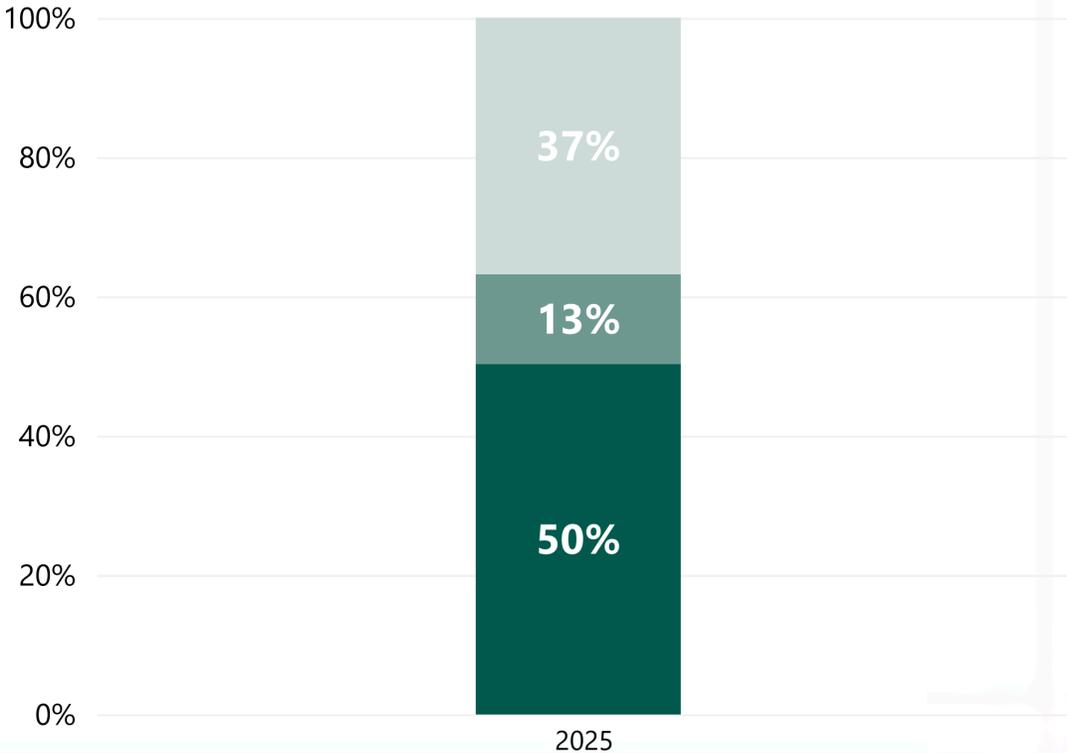
Culture and Climate Survey

Santa Monica Malibu Unified School District

Reset Page

Respondent Groups

Background & Demographics

Select school level(s):

Elementary ⌄

Select a Segment to View Counts and %:

All ⌄

2025
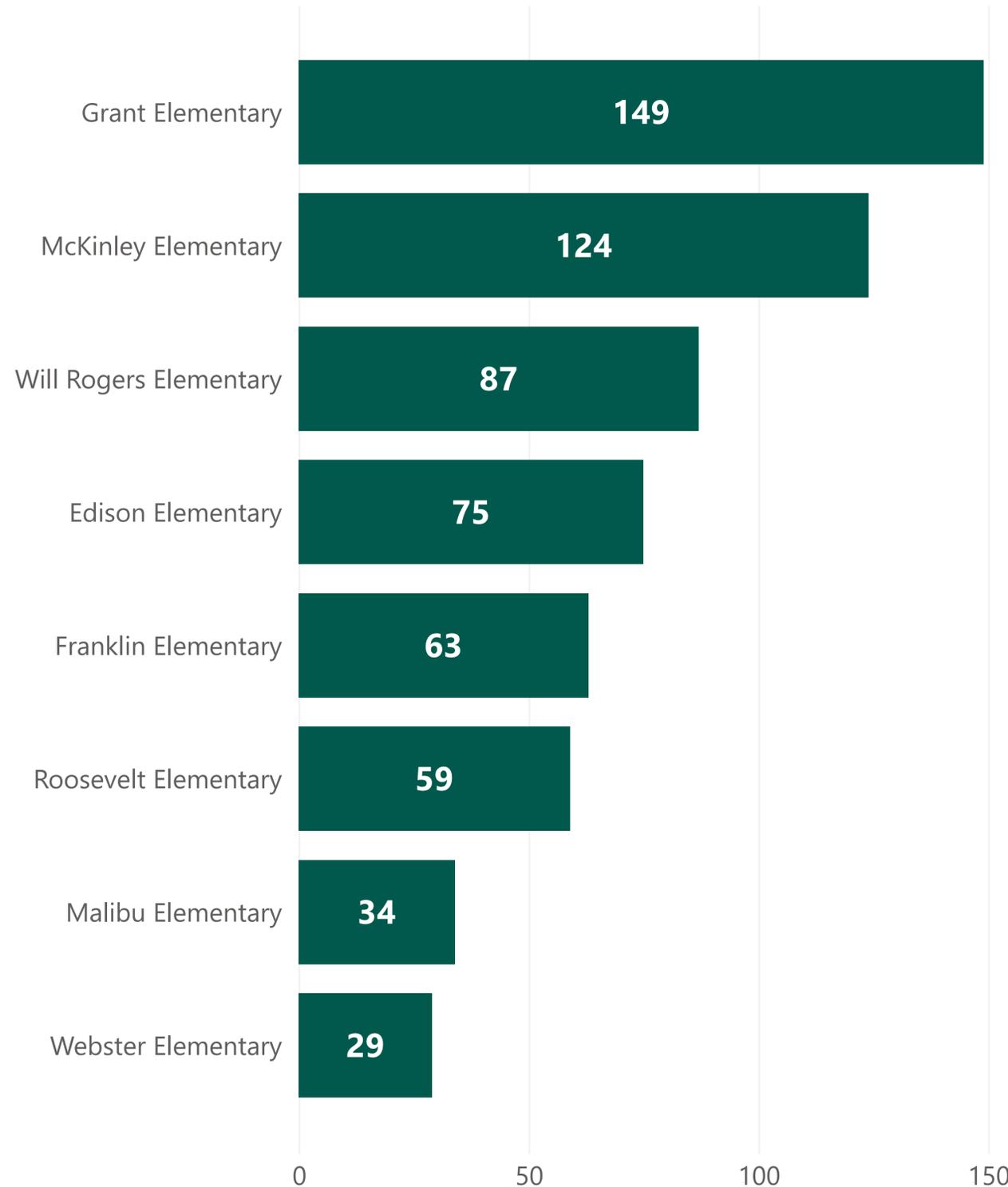
All

Groups	Count	%
All	620	100%
Total	**620**	**100%**

School	Count
Grant Elementary	149
McKinley Elementary	124
Will Rogers Elementary	87
Edison Elementary	75
Franklin Elementary	63
Roosevelt Elementary	59
Malibu Elementary	34
Webster Elementary	29

Culture and Climate Survey

Santa Monica Malibu Unified School District

Reset Page

Physical Environment & Instructional Climate

Student Experiences

Services and Engagement

Parent/Staff Engagement and Overall Quality

Recommendations

Use the buttons above to view key findings by topic and Hanover's recommendations based on those findings.

School Level
Elementary

School/Building
Grant Elementary

Staff Level
NA (Not Staff)

Special Education
All

Student Grade Level
All

Race/Ethnicity Group
All

Race/Ethnicity
All

Gender Identity
All

Special Population ...
All

School Year
2024-2025

Chart Segment:
All

Clear All Filters

Physical Environment

Please indicate how much you disagree or agree with the following statements: My [child's] school...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

...has classroom environments that support student ...	91%
...is well-maintained (e.g., utilities, roofs paint).	78%
...has clean common spaces (e.g., hallways, cafeteria,...	58%
...serves high quality food is served.	36%

0% 50% 100%
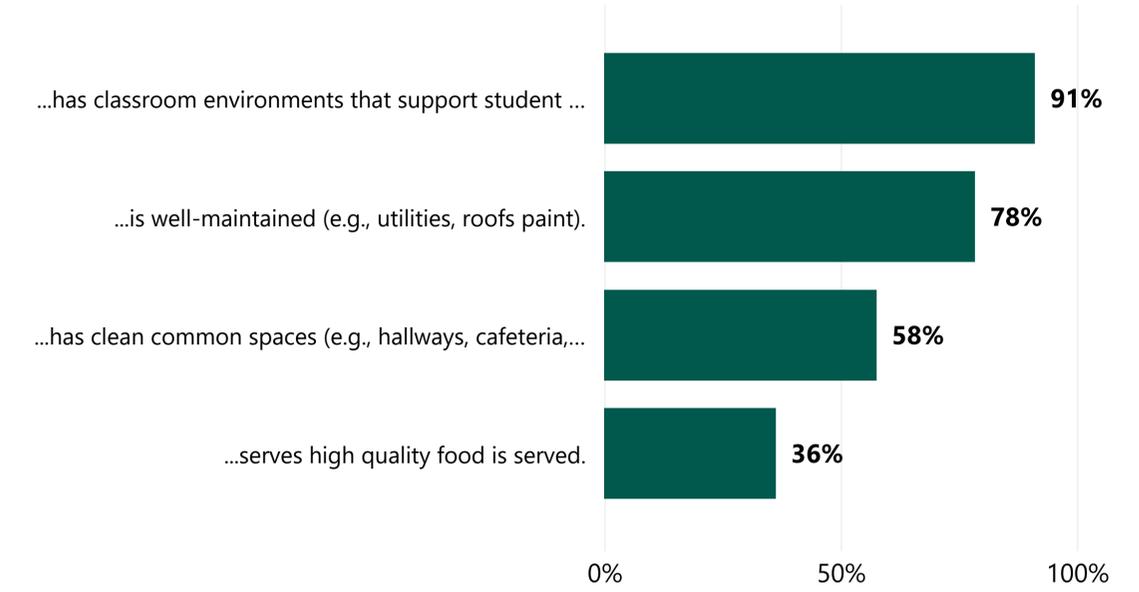
Compare Year-to-Year Changes by Answer Values

...has classroom environments that support student learning (e.g., size, te...

% Agree + % Strongly Agree
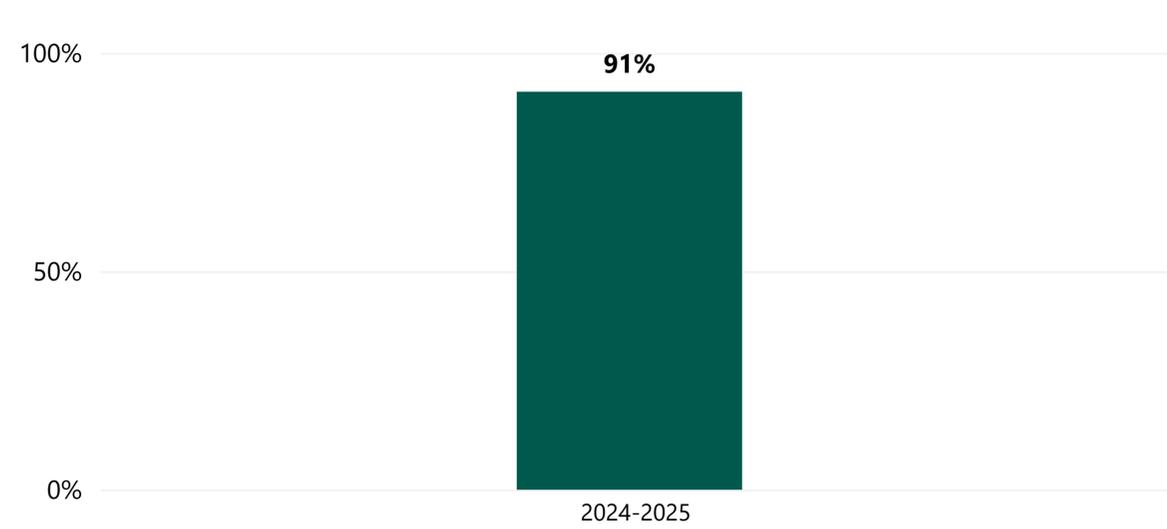
Group ● All

100%

91%

50%

0%

2024-2025

School Level
Elementary

School/Building
Grant Elementary

Staff Level
NA (Not Staff)

Special Education
All

Student Grade Level
All

Race/Ethnicity Group
All

Race/Ethnicity
All

Gender Identity
All

Special Population ...
All

School Year
2024-2025

Chart Segment:
All

Instructional Climate

Clear All Filters

Please indicate how much you disagree or agree with the following statements: My [child's] school...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

...provides a broad course of study (e.g., art sciences...	89%
...prepares students to be ready for the future.	79%
...sets high expectations for student achievement.	74%
...adequately challenges advanced students.	64%
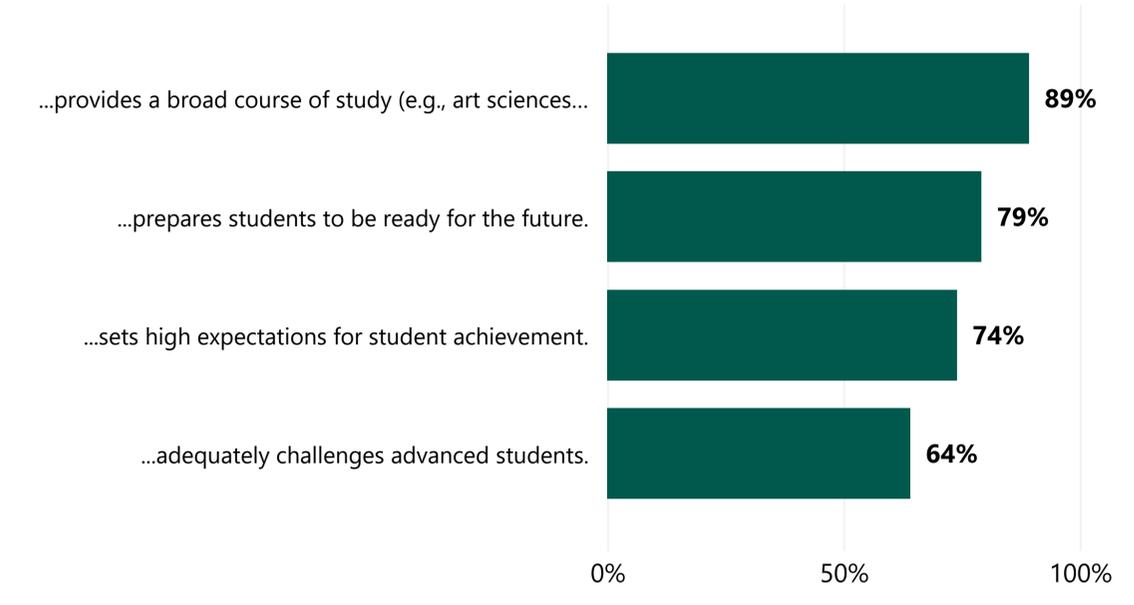
Compare Year-to-Year Changes by Answer Values

...adequately challenges advanced students.

% Agree + % Strongly Agree
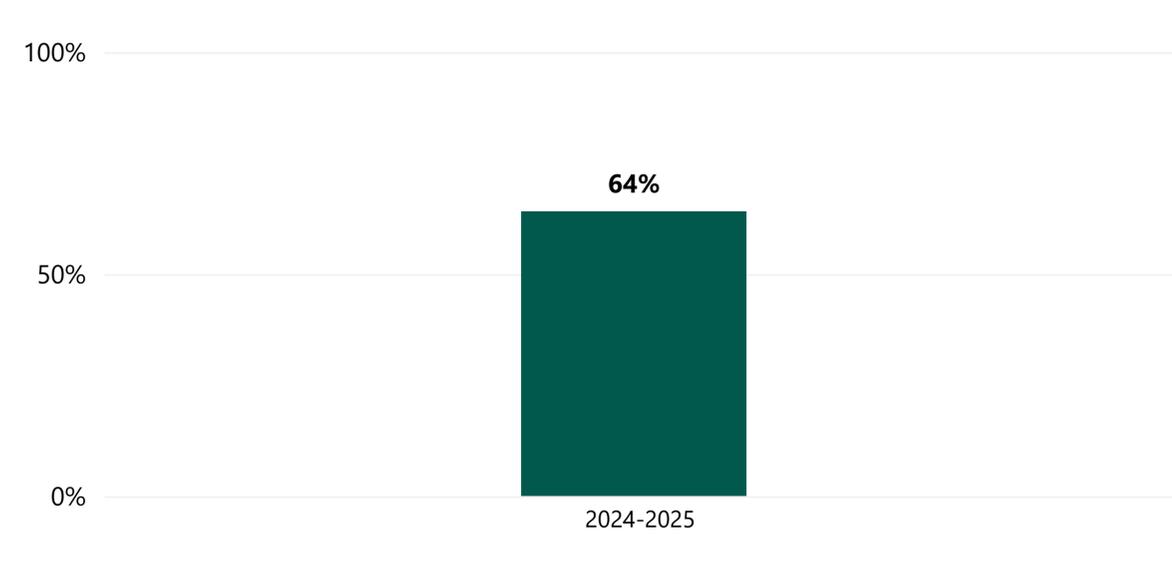
Group ● All

2024-2025: 64%

Please indicate how much you disagree or agree with the following statements: My [child's] school...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

...students have access to the materials they need to...	93%
...libraries have current and relevant materials that s...	92%
...instructional materials are in good condition.	85%
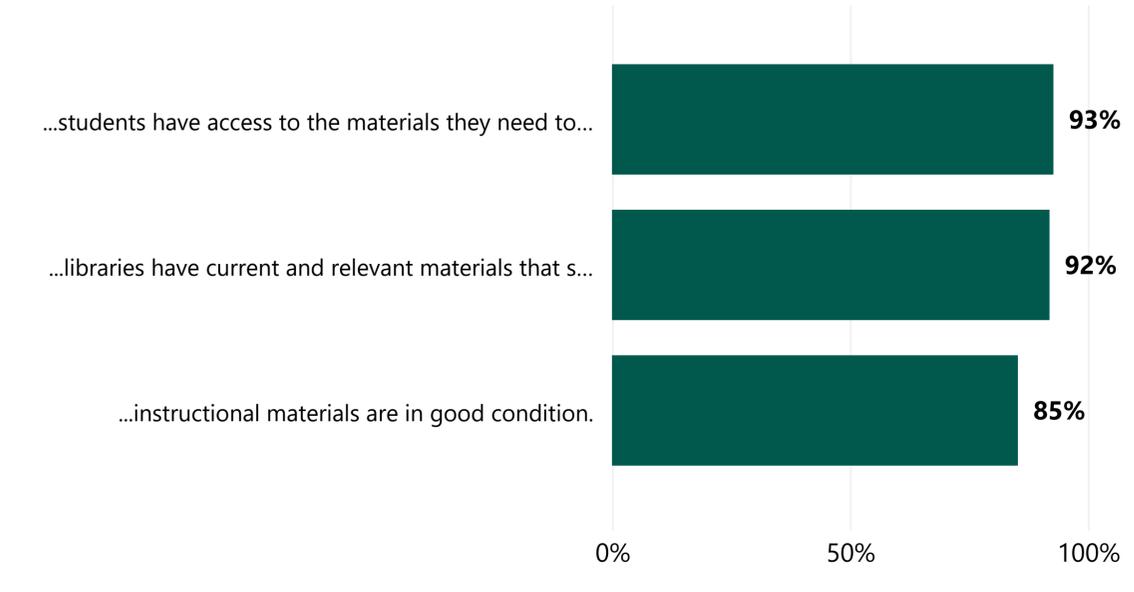
Compare Year-to-Year Changes by Answer Values

...instructional materials are in good condition.

% Agree + % Strongly Agree
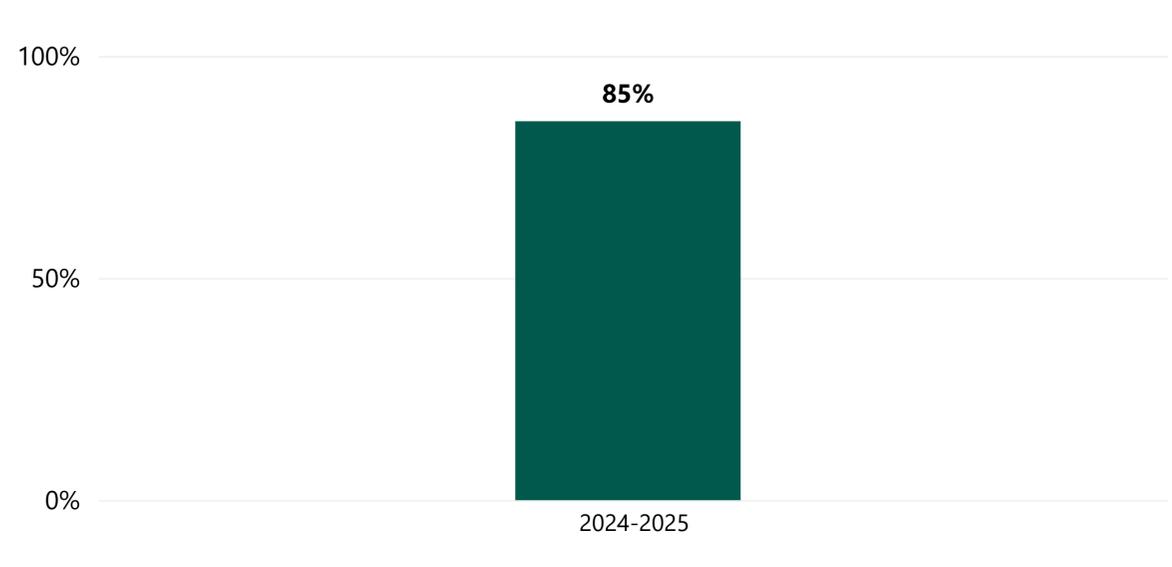
Group ● All

2024-2025: 85%

Instructional Climate

School Level
Elementary

School/Building
Grant Elementary

Staff Level
NA (Not Staff)

Special Education
All

Student Grade Level
All

Race/Ethnicity Group
All

Race/Ethnicity
All

Gender Identity
All

Special Population ...
All

School Year
2024-2025

Chart Segment:
All

Clear All Filters

Please indicate how much you disagree or agree with the following statements: Teachers...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + Strongly Agree

Group ● All

- ...want students to succeed. — **97%**
- ...provide extra help to students when they need it. — **80%**
- ...keep students updated on their academic progress. — **79%**
- ...provide helpful feedback on student's learning. — **76%**
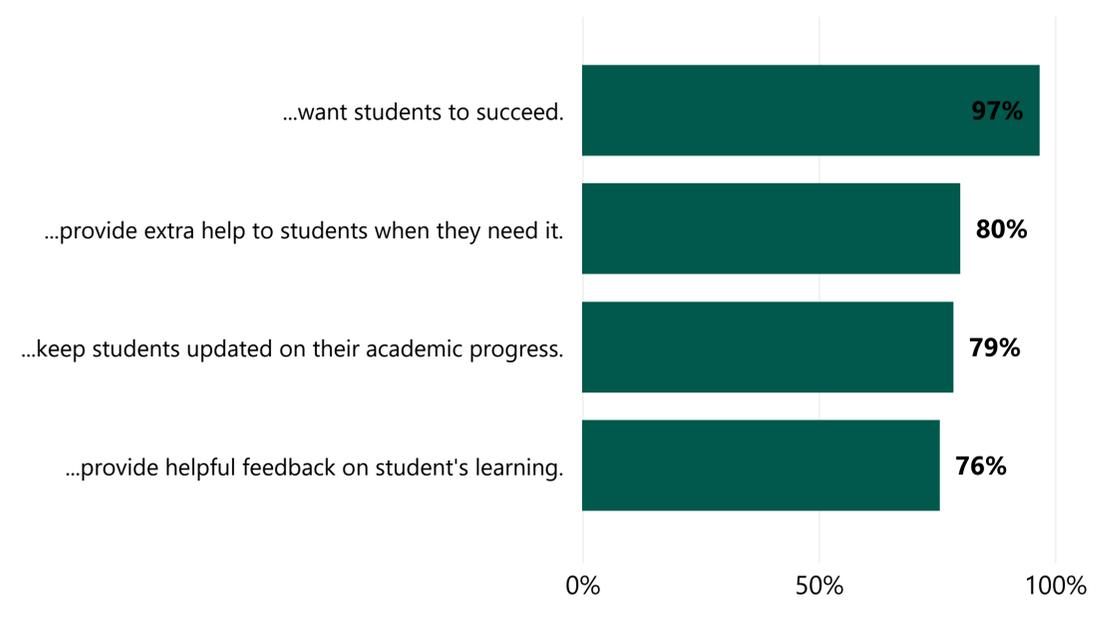
Compare Year-to-Year Changes by Answer Values

...keep students updated on their academic progress.

% Agree + % Strongly Agree
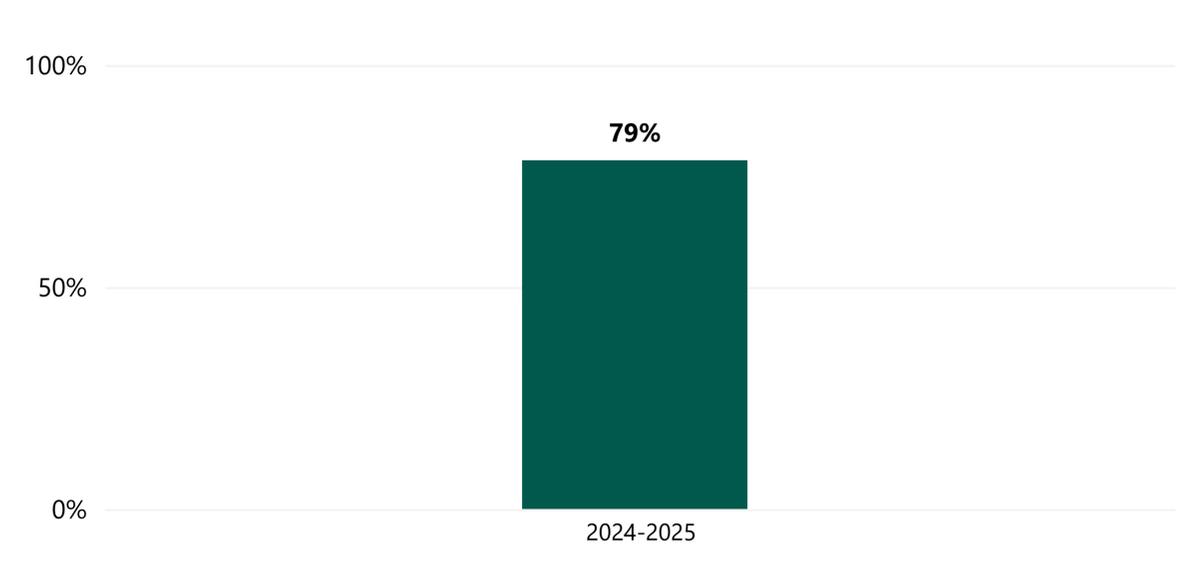
Group ● All

- 2024-2025 — **79%**

Curiosity and Belonging

School Level	School/Building	Staff Level	Special Education				
Elementary	Grant Elementary	NA (Not Staff)	All				
Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity				
All	All	All	All				
	Special Population ...	School Year	Chart Segment:				
Clear All Filters	All	2024-2025	All				

Please indicate how much you disagree or agree with the following statements.

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

Statement	%
I have opportunities to be curious at school. Curiou...	86%
I am comfortable being myself around other studen...	83%
I feel a sense of belonging at school. Belonging is ...	82%
I feel empowered at school. Empowered is when yo...	80%
I experience joy at school. Joy means when you feel ...	77%
I feel like I have a voice in my learning at school. Ha...	72%

Compare Year-to-Year Changes by Answer Values

I am comfortable being myself around other students. Being myself in sch...

% Agree + % Strongly Agree
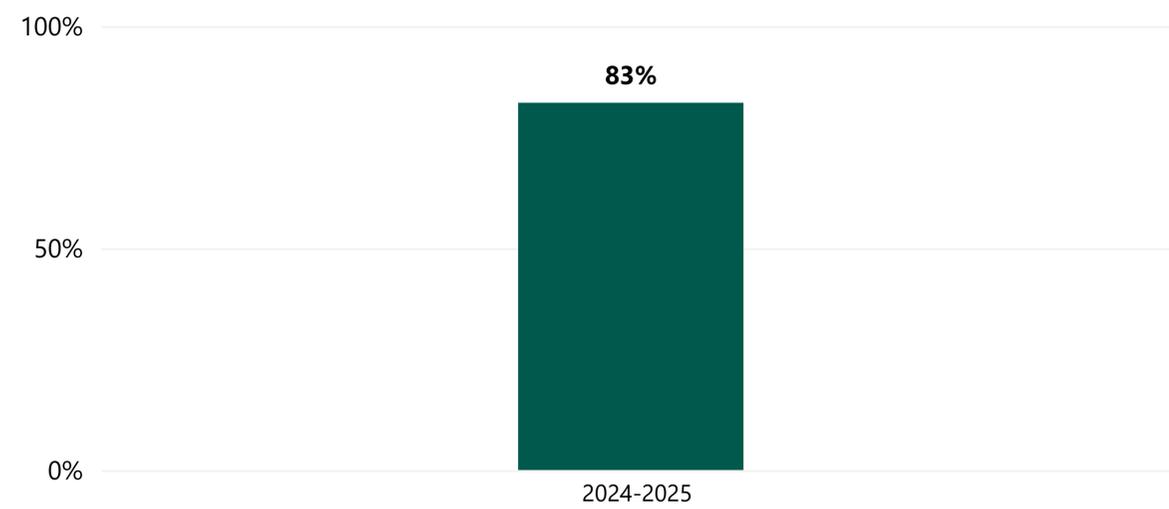
Group ● All

2024-2025: 83%

School Level	School/Building	Staff Level	Special Education
Elementary ⌄	Grant Elementary ⌄	NA (Not Staff) ⌄	All ⌄

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All ⌄	All ⌄	All ⌄	All ⌄

Student Experiences with Equity and Inclusion

ⓘ

Clear All Filters

Special Population ...	School Year	Chart Segment:
All ⌄	2024-2025 ⌄	All ⌄

Have you experienced racism or discrimination at school?

ⓘ

Select Relevant Year to View Results

2024-2025

Compare Year-to-Year Changes by Answer Values

Yes ⌄

Who did you report the complaint about racism or discrimination to?

ⓘ

Select Relevant Year to View Results

2024-2025

Compare Year-to-Year Changes by Answer Values

A staff member ⌄

SMMUSD Culture and Climate Survey 2025

School Level	School/Building	Staff Level	Special Education
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Student Experiences with Equity and Inclusion

Clear All Filters

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Please indicate how much you disagree or agree with the following statement: My school has policies and procedures in place to...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Compare Year-to-Year Changes by Answer Values

...address racism and discrimination.

% Agree + % Strongly Agree

Student Support Services and Engagement

School Level	School/Building	Staff Level	Special Education
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Clear All Filters

My [child's] school provides enough resources and support for...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

...regular student attendance at school.	93%
...students receiving special education services.	84%
...mental health and wellness (e.g., counselors, welln...	80%
...physical health and wellness (e.g., health office, nu...	78%
...English learners.	74%
...students identified as high-achieving.	62%
...students identified as under-performing.	60%
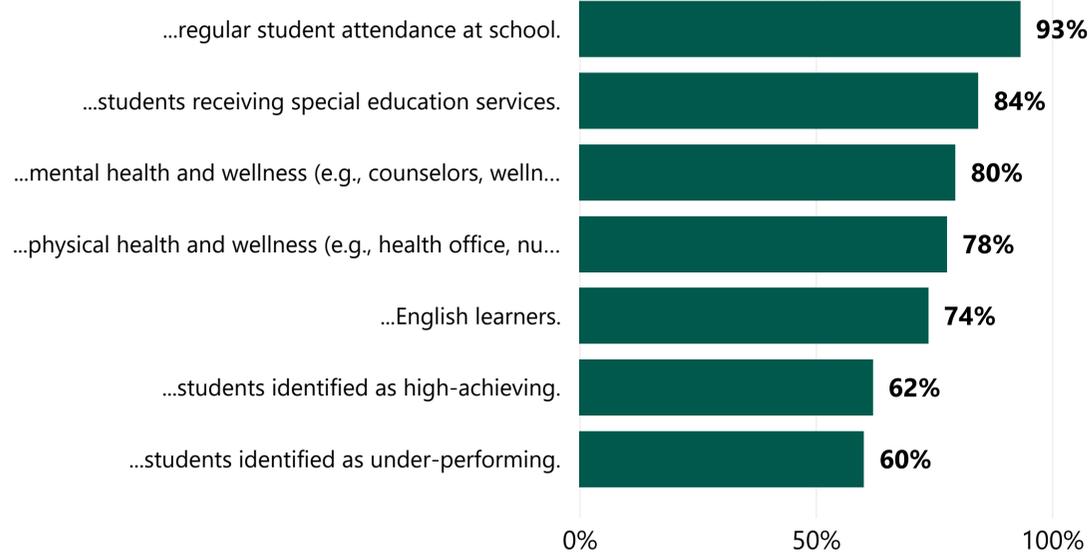
Compare Year-to-Year Changes by Answer Values

...English learners.

% Agree + % Strongly Agree
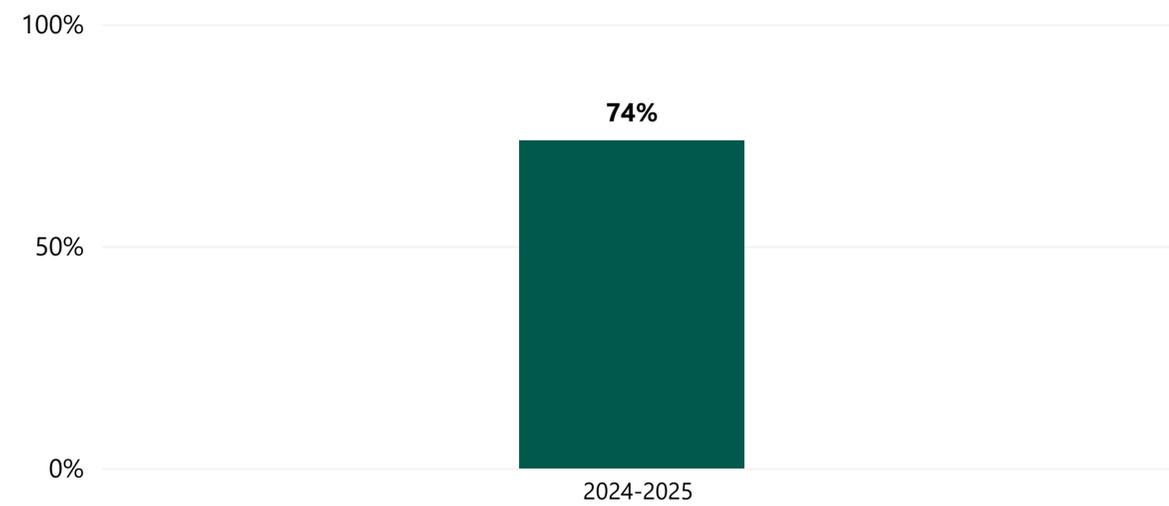
Group ● All

- 2024-2025: 74%

Please indicate how much you disagree or agree with the following statements:

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

...quality co-curricular (e.g., drama, band) activities f...	85%
...quality extracurricular (e.g., sports, clubs) activities ...	83%
..enough co-curricular (e.g., drama, band) activities f...	80%
...enough extracurricular (e.g., sports, clubs) activities...	78%
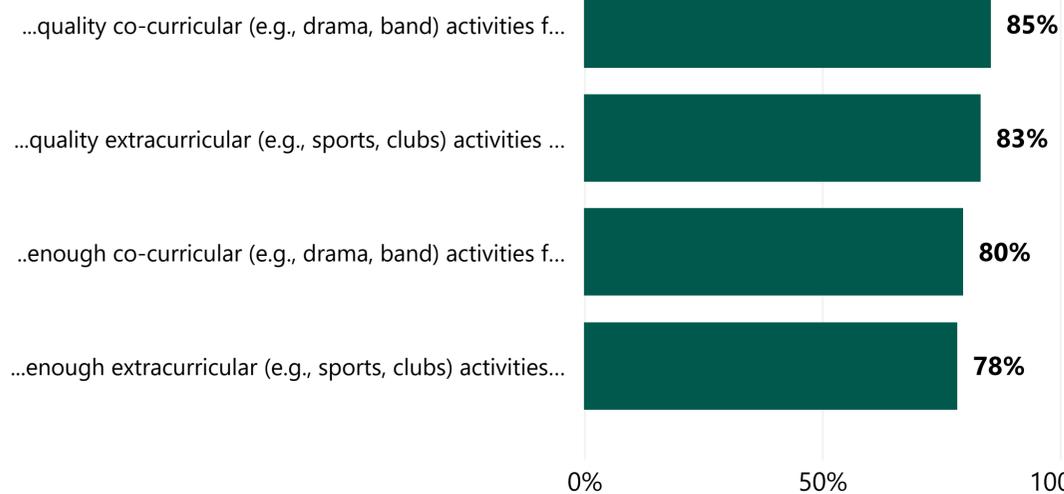
Compare Year-to-Year Changes by Answer Values

...enough extracurricular (e.g., sports, clubs) activities for students.

% Agree + % Strongly Agree
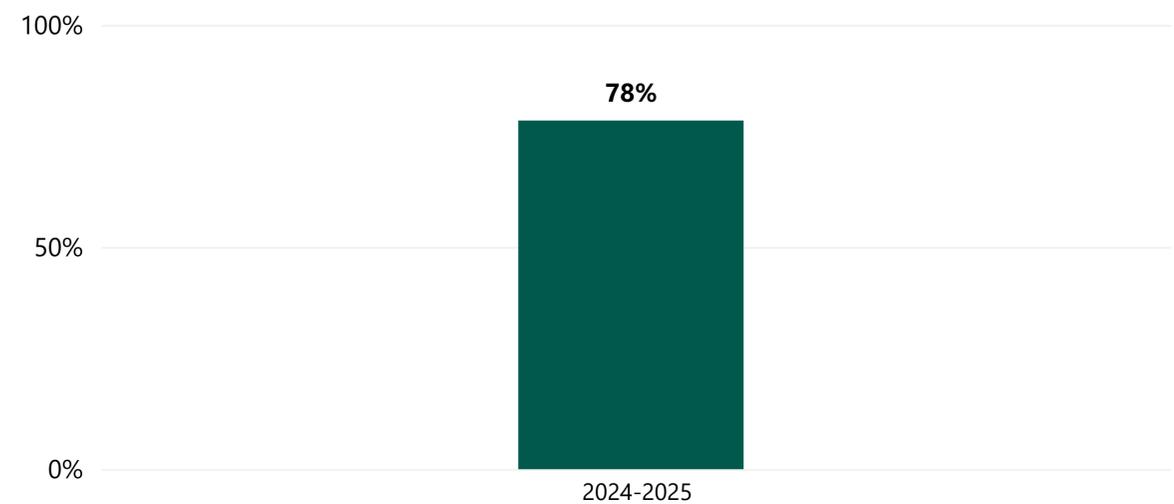
Group ● All

- 2024-2025: 78%

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Student Attitudes Towards Learning

Clear All Filters

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

How often were the following true about the things you learned in your classes this school year?

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Often + % Very Often

Group ● All

- I learn a lot in my classes. — **73%**
- I see how what I'm learning relates to my future. — **60%**
- I see how what I'm learning relates to the outside w… — **60%**
- My classes are challenging. — **31%**
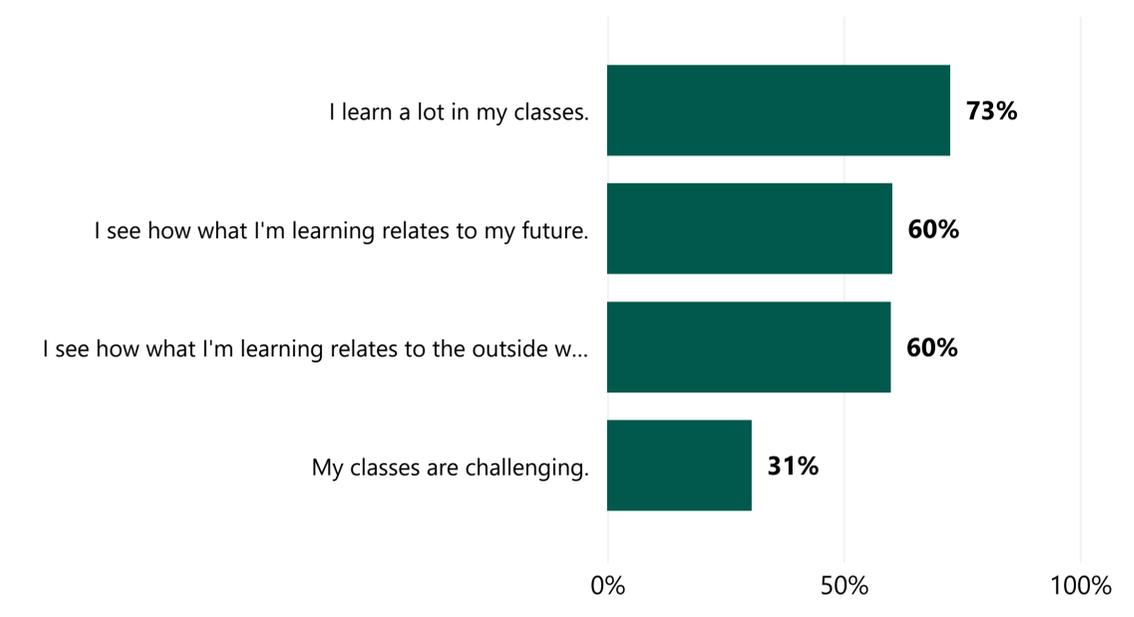
Compare Year-to-Year Changes by Answer Values

I learn a lot in my classes.

% Often + % Very Often

Group ● All
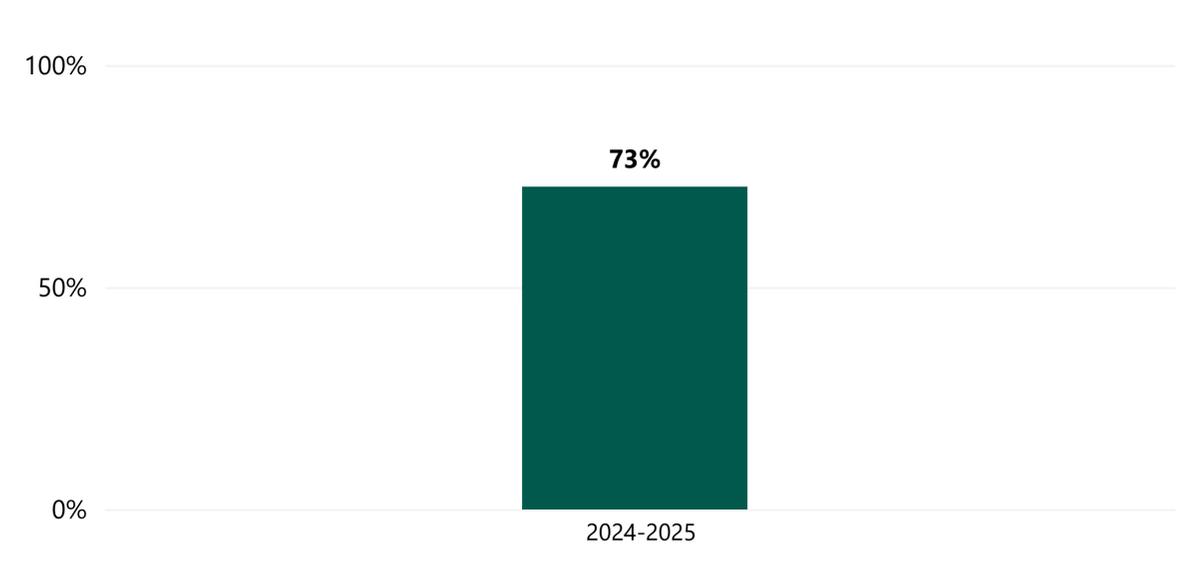
- 2024-2025 — **73%**

School Engagement Activities

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Clear All Filters

Please indicate whether or not you have engaged with your child's school during the [School Year] in the following way(s).

Select Relevant Year to View Results

2024-2025

Response ● Yes ● No

I have attended one or more parent conferences. All	95%
I have attended PTA/PTO meetings (parent-teacher ...	55% / 45%
I have attended school-sponsored parent workshop...	47% / 53%
I have offered ideas or advice on school-related issu...	59% / 41%
I have participated in school councils or committees...	41% / 59%
The school effectively communicates with parents re...	87% / 13%
The school makes it easy for parents to attend meet...	91% / 9%
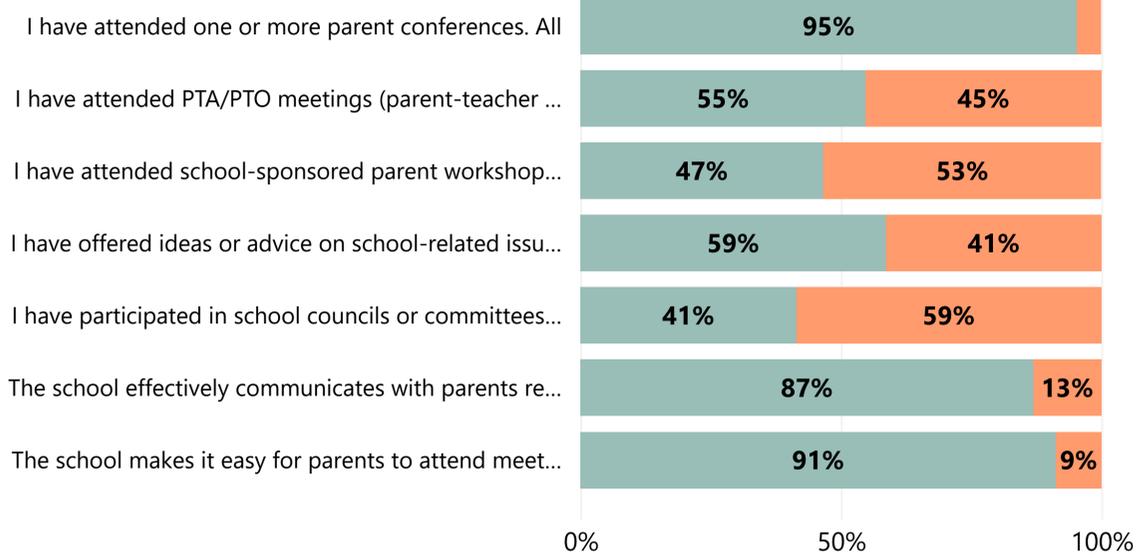
Compare Year-to-Year Changes by Answer Values

I have attended one or more parent conferences.

% Yes

Group ● All
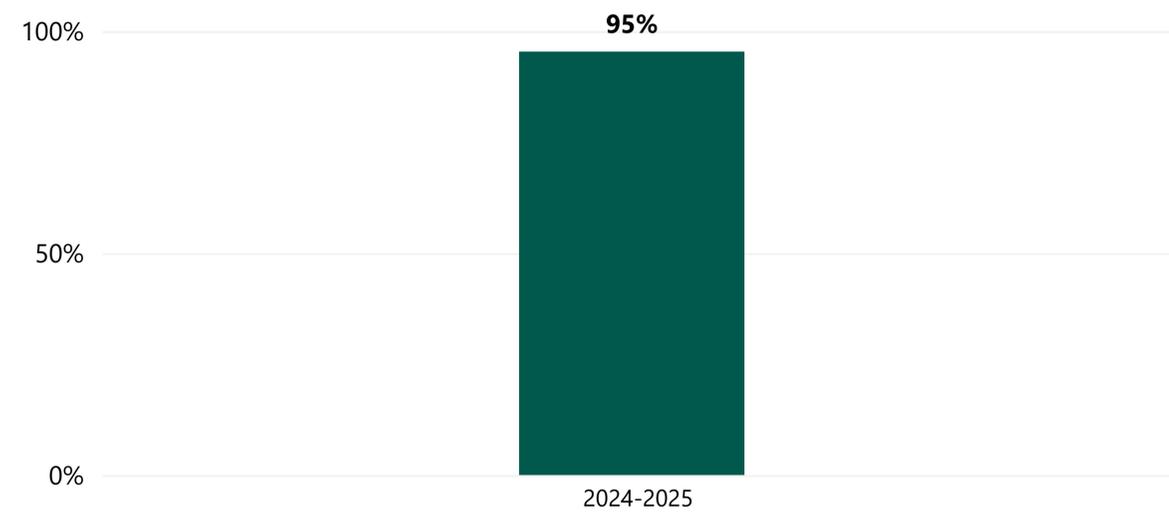
2024-2025: 95%

About how often do you do the following?

Select Relevant Year to View Results

View Full Scale

2024-2025

% Often + % Very Often

Group ● All

Communicate with teachers about your child's perfo... 26%
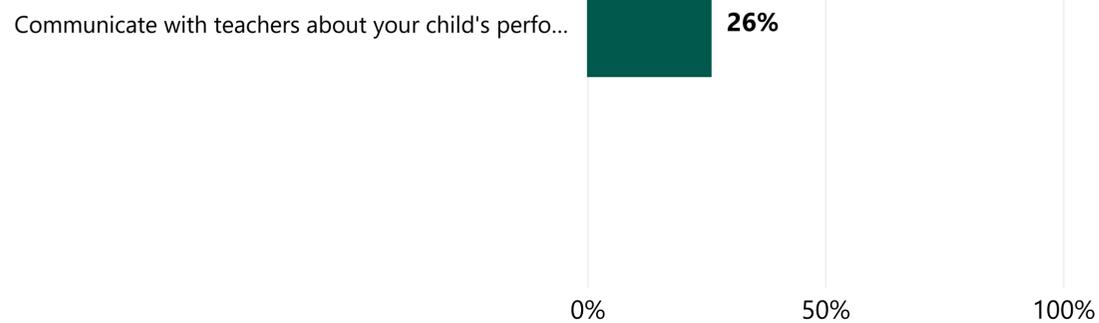
Compare Year-to-Year Changes by Answer Values

Communicate with teachers about your child's performance

% Often + % Very Often

Group ● All
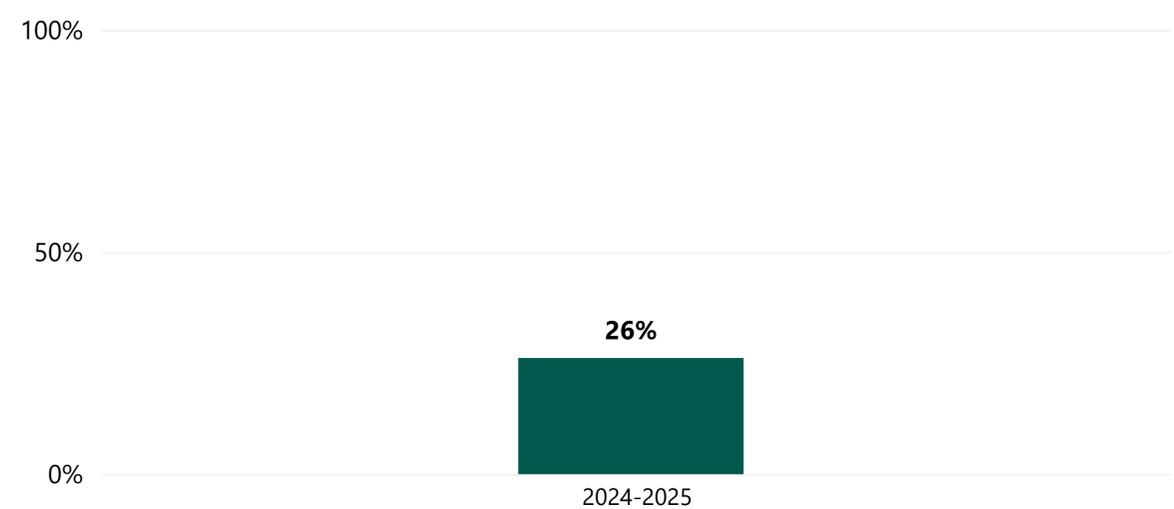
2024-2025: 26%

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

School Engagement Activities

Clear All Filters

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Please indicate how much you disagree or agree with the following statements:

Select Relevant Year to View Results

View Top 2s   2024-2025

Response ● Disagree ● Neither Agree nor Disagree ● Agree ● Strongly Agree

I feel comfortable interacting with parents of cultura... **30%** **59%**

My child's school provides a translator when I reque...

Compare Year-to-Year Changes by Answer Values

I feel comfortable interacting with parents of cultural and ethnic backgrou...

% Agree + % Strongly Agree

Group ● All
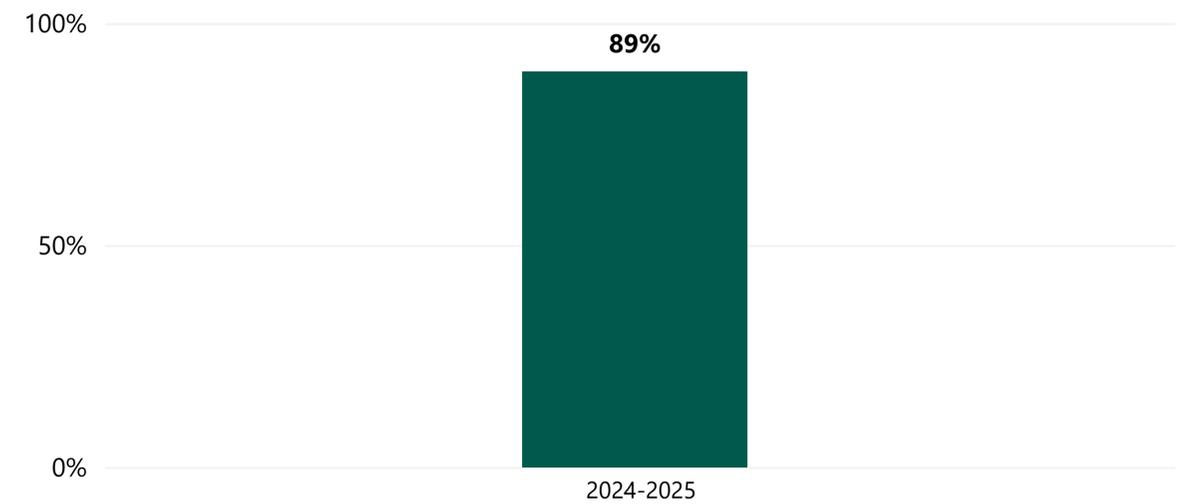
2024-2025: **89%**

How much relevant and helpful child development and parenting resources and information has your child's school provided your family about the following topics?

Select Relevant Year to View Results

View Full Scale   2024-2025

% Often + % Very Often

Group ● All

Topic	%
Available community resources	**49%**
Student performance (e.g., grades, report cards, test...	**35%**
Child development and parenting resources	**31%**
How to support learning at home	**16%**
Discipline techniques	**11%**

Compare Year-to-Year Changes by Answer Values

Available community resources

% A Moderate Amount + % A Lot

Group ● All
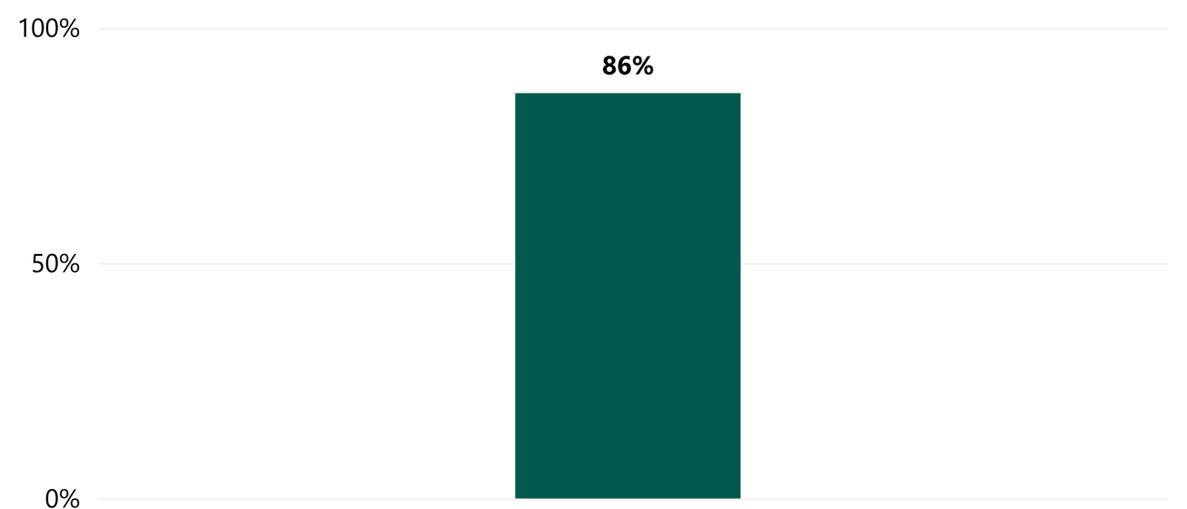
2024-2025: **86%**

School Engagement Activities

Filter	Value
School Level	Elementary
School/Building	Grant Elementary
Staff Level	NA (Not Staff)
Group	All
Student Grade Level	All
Race/Ethnicity Group	All
Race/Ethnicity	All
Gender Identity	All
Special Population ...	All
School Year	2024-2025
Chart Segment:	All

Clear All Filters

Which of the following engagement opportunities did the school/district offer to parents during the [School Year]? Please select all that apply.

Select Relevant Year to View Results

2024-2025

Group ● All

- Parent conferences — 94%
- Parent-teacher organization (PTA/PTO) activities — 91%
- School councils or committees — 87%
- Workshops or courses on parenting skills (e.g., disci...) — 64%
- Workshops or courses to help parents support stud... — 53%
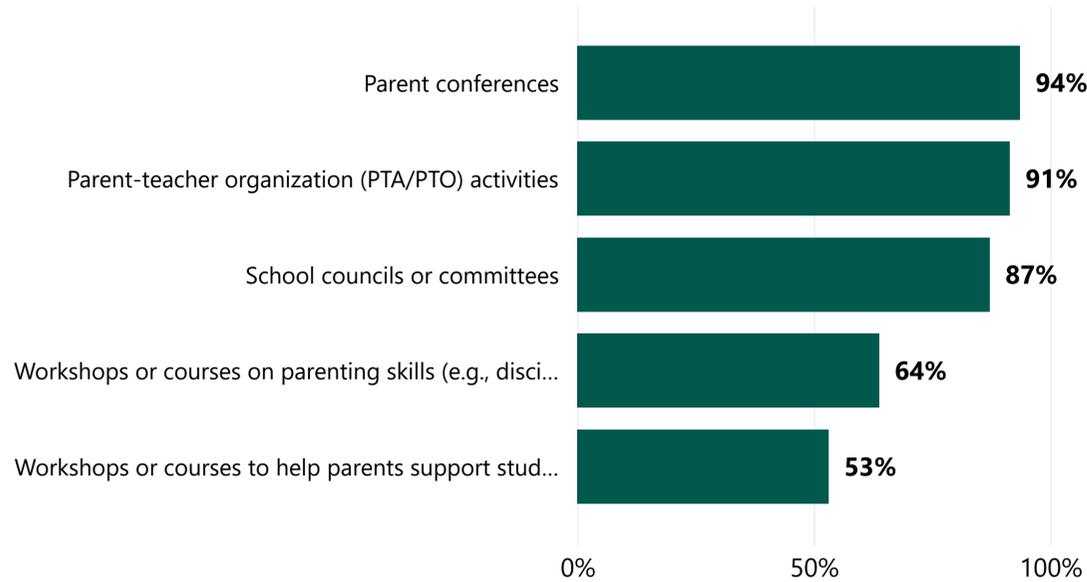
Compare Year-to-Year Changes by Answer Values

Workshops or courses to help parents support students academically

Group ● All
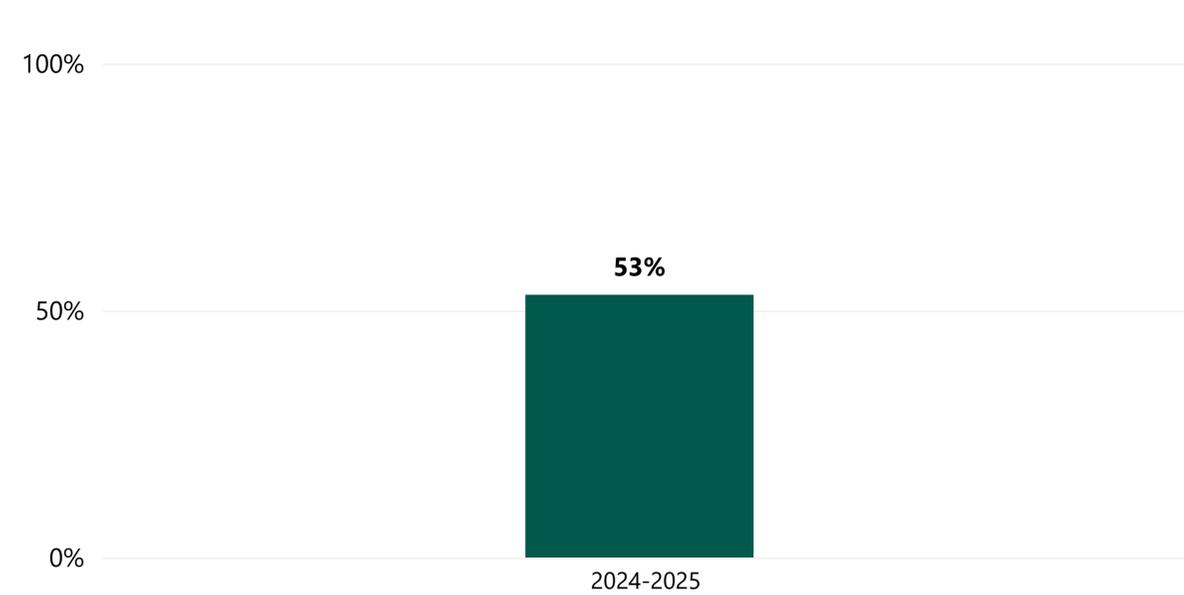
- 2024-2025 — 53%

Which of the following have prevented you from participating in parent engagement activities? Please select all that apply.

Select Relevant Year to View Results

2024-2025

Compare Year-to-Year Changes by Answer Values

I was not provided with enough information.

Parent Engagement

School Level: Elementary

School/Building: Grant Elementary

Staff Level: NA (Not Staff)

Group: All

Student Grade Level: All

Race/Ethnicity Group: All

Race/Ethnicity: All

Gender Identity: All

Special Population ...: All

School Year: 2024-2025

Chart Segment: All

Clear All Filters

Please indicate how much you disagree or agree with the following statements: [Schools within the district/My school/My child's school] develops students'...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

- ...make parents feel welcome. — 93%
- ...engages the community. — 93%
- ...engages parents. — 88%
- ...responds to parent questions or concerns. — 78%
- ...effectively communicates with parents. — 77%
- ...provide parents with resources to support their chi... — 74%
- ...is transparent with parents about school/district d... — 69%
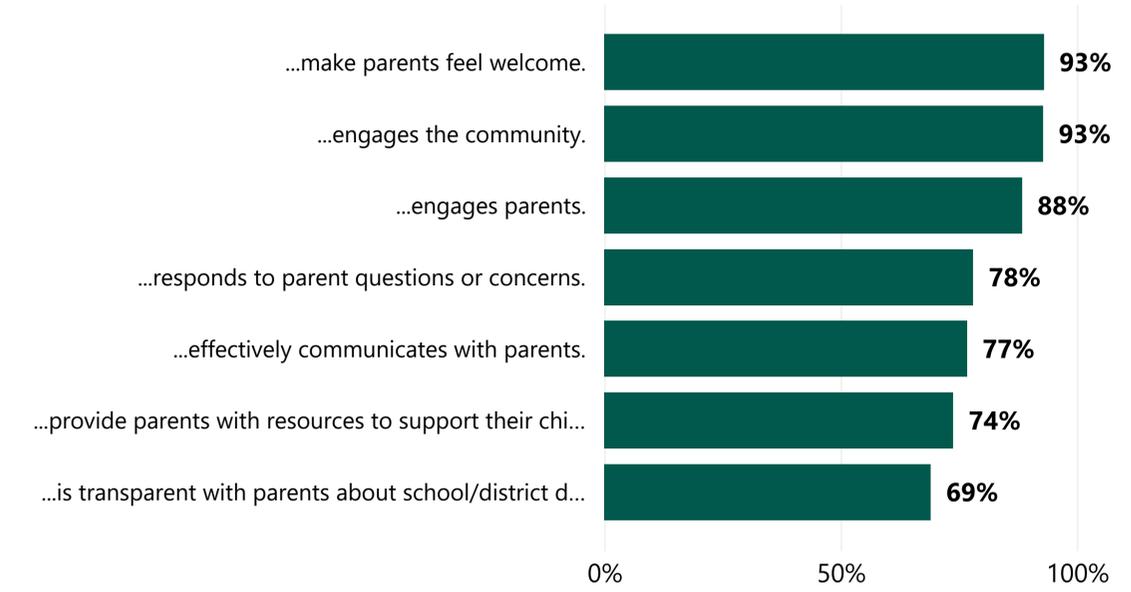
Compare Year-to-Year Changes by Answer Values

...effectively communicates with parents.

% Agree + % Strongly Agree

Group ● All
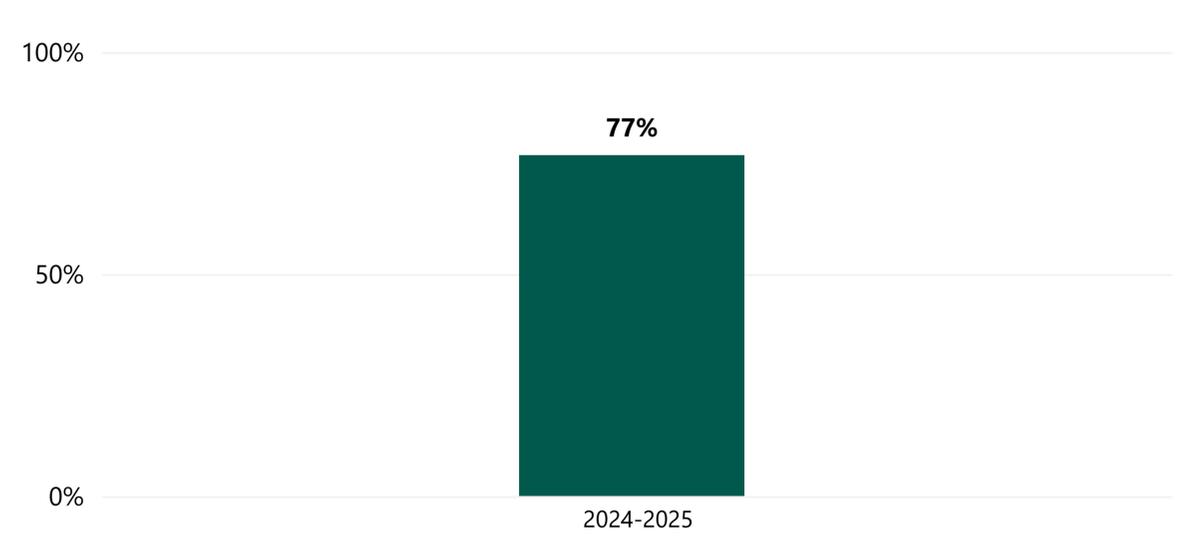
- 2024-2025 — 77%

Please indicate how much you disagree or agree with the following statements: The school/district...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

- ...encourages families to attend school-sponsored a... — 98%
- ...encourages families to volunteer. — 93%
- ...informs families about school-sponsored activities ... — 84%
- ...makes it easy for parents to attend meetings. — 72%
- ...values input provided by families. — 71%
- ...uses family input to improve instruction. — 58%
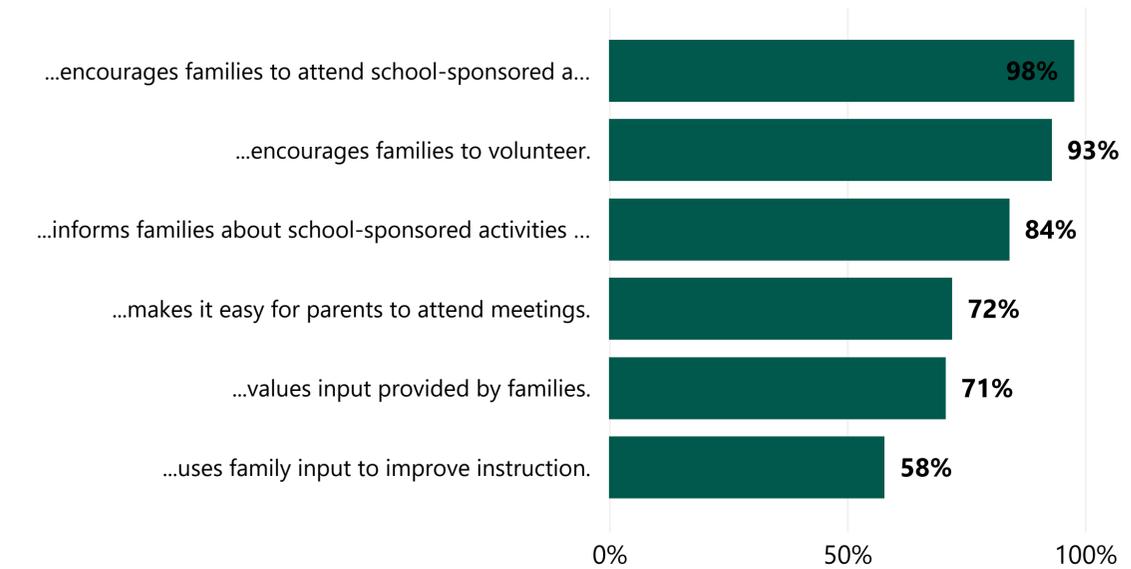
Compare Year-to-Year Changes by Answer Values

...encourages families to attend school-sponsored activities (e.g., back-to-...

% Agree + % Strongly Agree
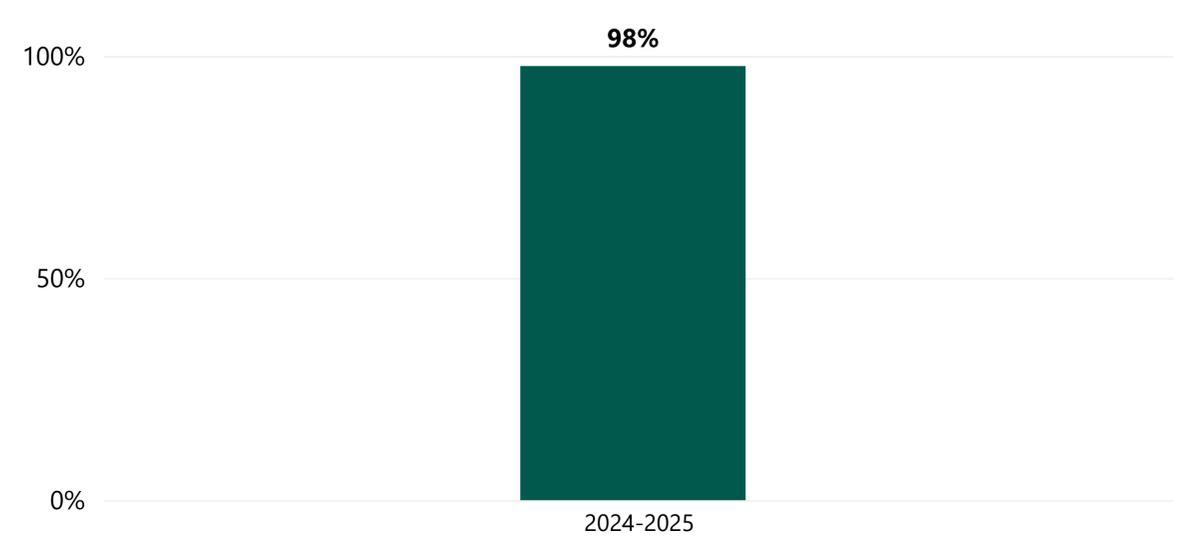
Group ● All

- 2024-2025 — 98%

Parent Engagement

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

| Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Clear All Filters

Which adults at your middle school talked to you about your college and career options? Please select all that apply.

Select Relevant Year to View Results

2024-2025

Group ● All

Emails from principal/teachers	86%
Principal newsletter	63%
Calls from principal/teachers	40%
Parent representative (from any culture)	30%
PTA newsletter	26%
PTA meetings	23%
Social media (if applicable)	23%
Principal meetings	19%
Peachjar	19%
Website posts	9%
Parent representative (from your own culture)	9%
Community liaison/counselor/other staff	7%
Other	2%
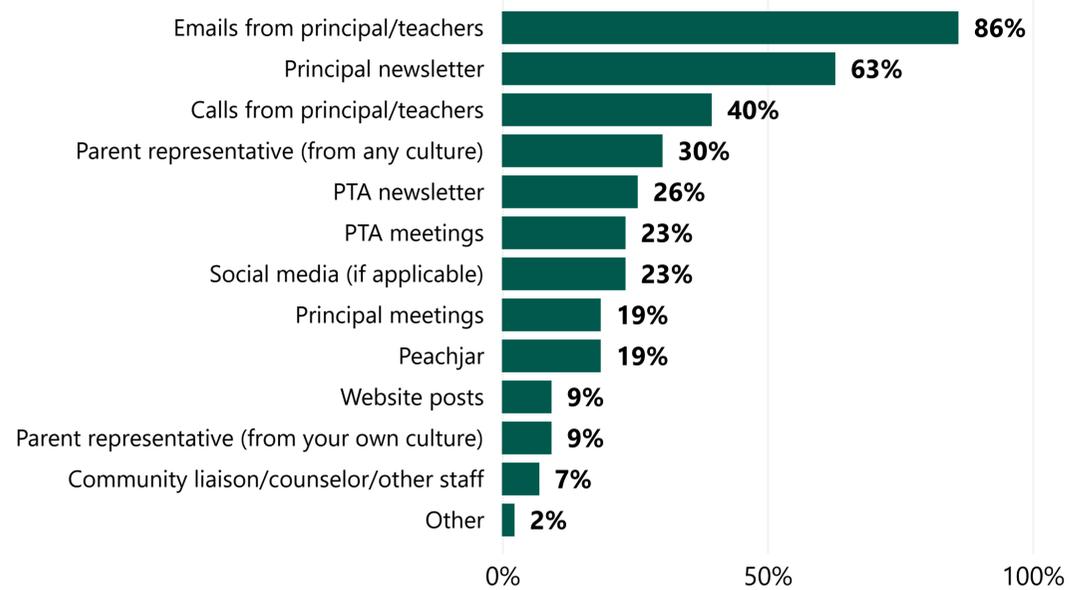
Compare Year-to-Year Changes by Answer Values

Principal newsletter

Group ● All
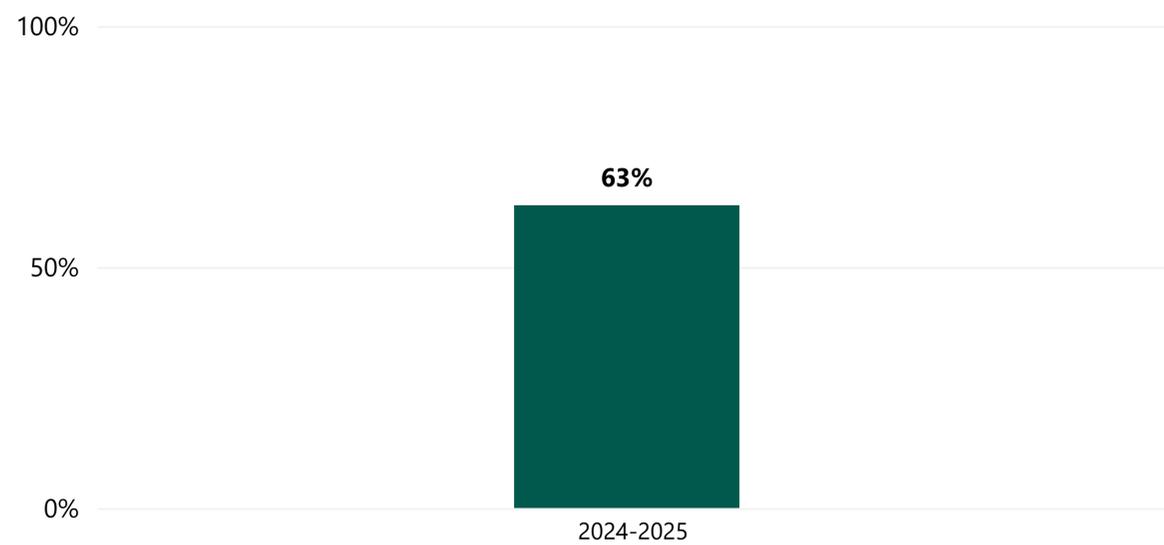
2024-2025: 63%

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Clear All Filters

Staff Members' Positive Relationships

Please indicate how much you disagree or agree with the following statements:

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Compare Year-to-Year Changes by Answer Values

I have positive relationships with other staff members at my school/buildi...

% Agree + % Strongly Agree

Please indicate how much you disagree or agree with the following statements: My building/school provides...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Compare Year-to-Year Changes by Answer Values

...enough professional development opportunities.

% Agree + % Strongly Agree

Staff Members' Positive Relationships

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

	Special Population ...	School Year	Chart Segment:
Clear All Filters	All	2024-2025	All

Please indicate how much you disagree or agree with the following statement: Teachers usually talk positively about students in the staff areas.

Select Relevant Year to View Results

2024-2025

% Agree + % Strongly Agree

College/Career Preparation

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Clear All Filters

In which of the following community-based programs have you participated during your time in high school? Please select all that apply.

Select Relevant Year to View Results

2024-2025

Compare Year-to-Year Changes by Answer Values

Virginia Avenue Teen Center

School Level	School/Building	Staff Level	Group
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

District Leadership and Personnel

ⓘ

Clear All Filters

Special Population ...	School Year	Chart Segment:
All	2024-2025	All

Please indicate how much you disagree or agree with the following statements: District leaders...

ⓘ

Select Relevant Year to View Results

View Full Scale | **2024-2025**

% Agree + % Strongly Agree

Group ● All

- ...communicate a strong vision for the district. **58%**
- ...make decisions that support student learning. **57%**
- ...manage the district budget responsibly. **50%**
- ...are in tune with school-level issues or concerns. **43%**

0%   50%   100%
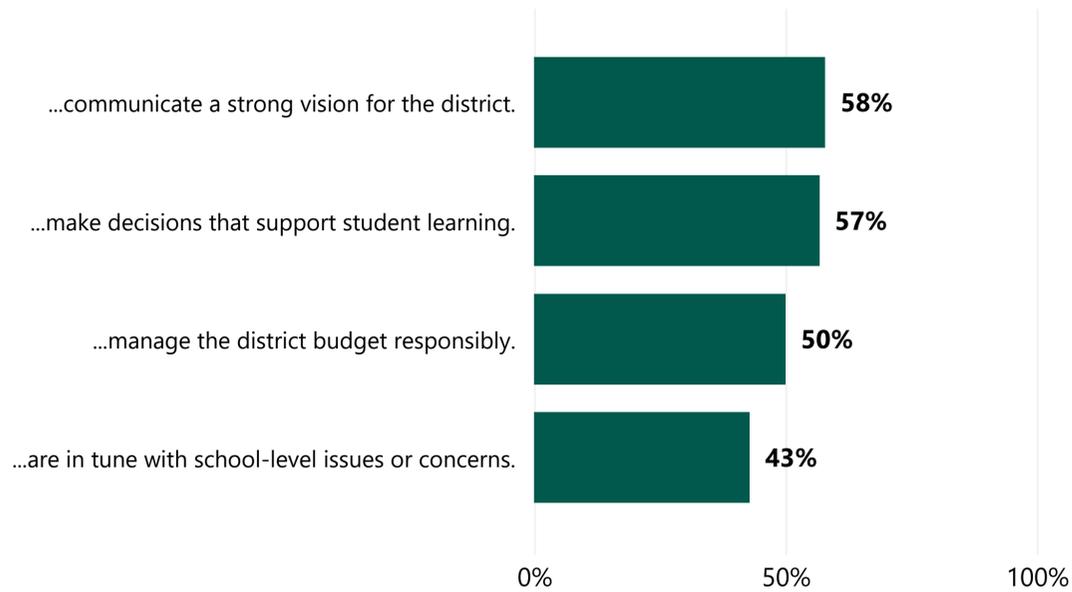
Compare Year-to-Year Changes by Answer Values

...are in tune with school-level issues or concerns.

% Agree + % Strongly Agree

Group ● All

100%

50%   **43%**

0%
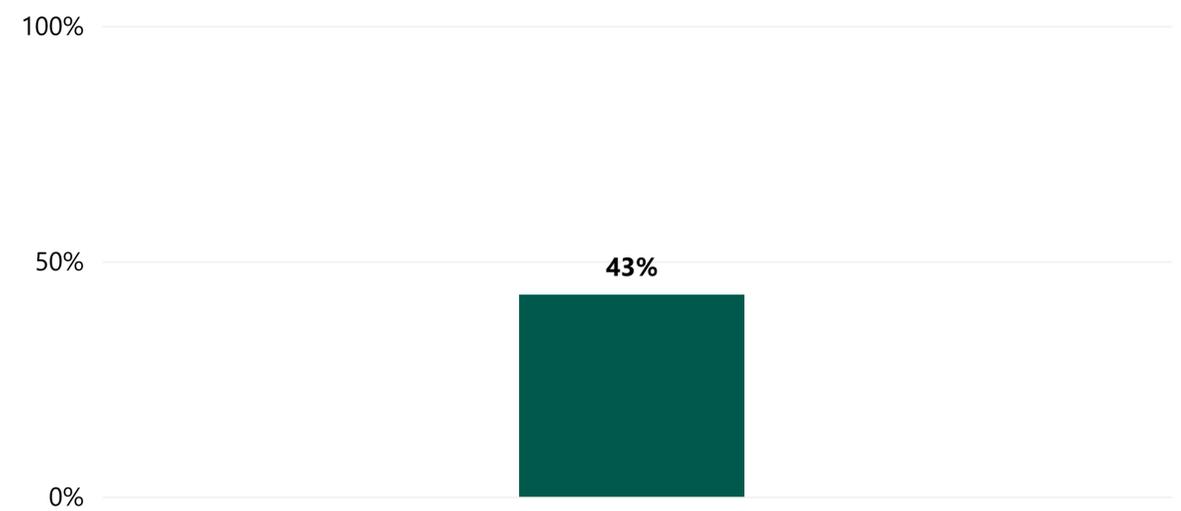
Please indicate how much you disagree or agree with the following statements: The district...

ⓘ

Select Relevant Year to View Results

View Full Scale | **2024-2025**

**% Effective + % Extremely Effective**

Group ● All

- ...retains high quality teachers. **81%**
- ...attracts high quality teachers. **78%**
- ...retains staff members from diverse backgrounds. **74%**
- ...attracts staff members from diverse backgrounds. **61%**

0%   50%   100%
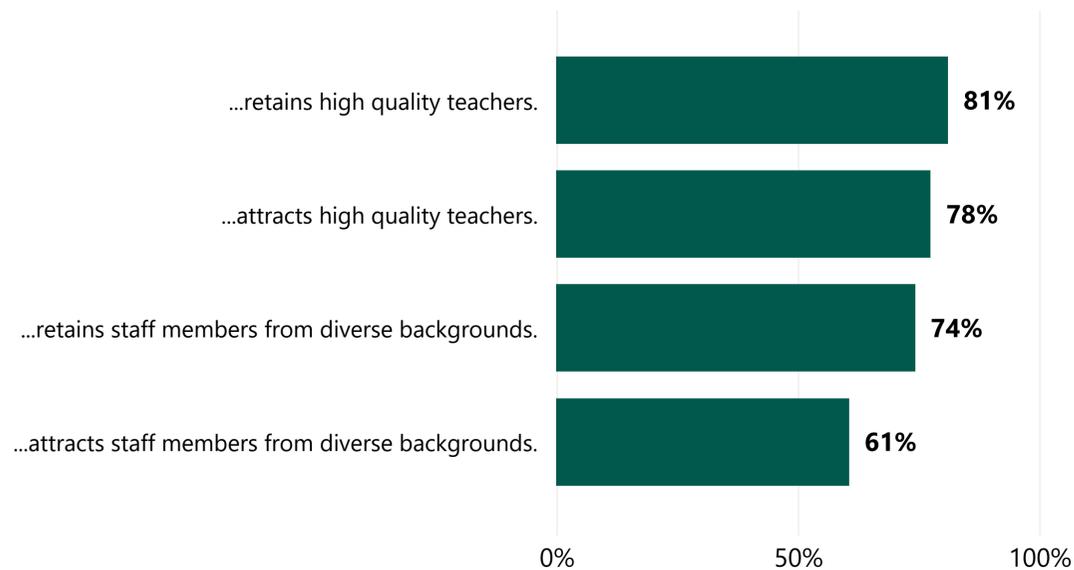
Compare Year-to-Year Changes by Answer Values

...attracts high quality teachers.

% Agree + % Strongly Agree
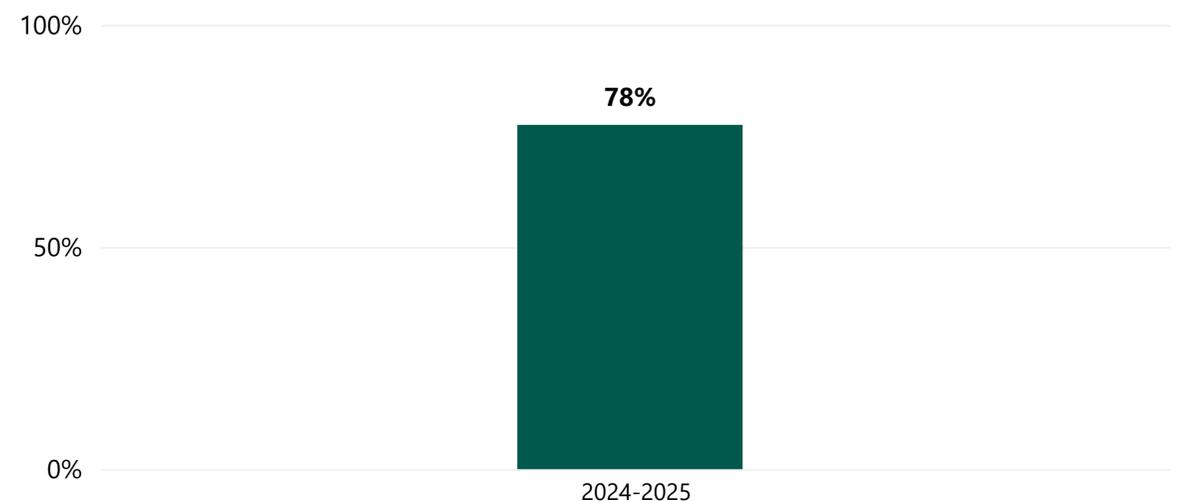
Group ● All

100%

78%

50%

0%

2024-2025

School Level	School/Building	Staff Level	Special Education
Elementary	Grant Elementary	NA (Not Staff)	All

Student Grade Level	Race/Ethnicity Group	Race/Ethnicity	Gender Identity
All	All	All	All

Campus Safety

	Special Population ...	School Year	Chart Segment:
Clear All Filters	All	2024-2025	All

### Please indicate how much you disagree or agree with the following statements: My [child's] school...

Select Relevant Year to View Results

View Full Scale | 2024-2025

% Agree + % Strongly Agree

Group ● All

- ...students and staff know what to do in an emergen... — 92%
- ...safety and security procedures are in place. — 84%
- ...there are enough staff members to support stude... — 83%
- ... physical design of the campus supports students ... — 82%
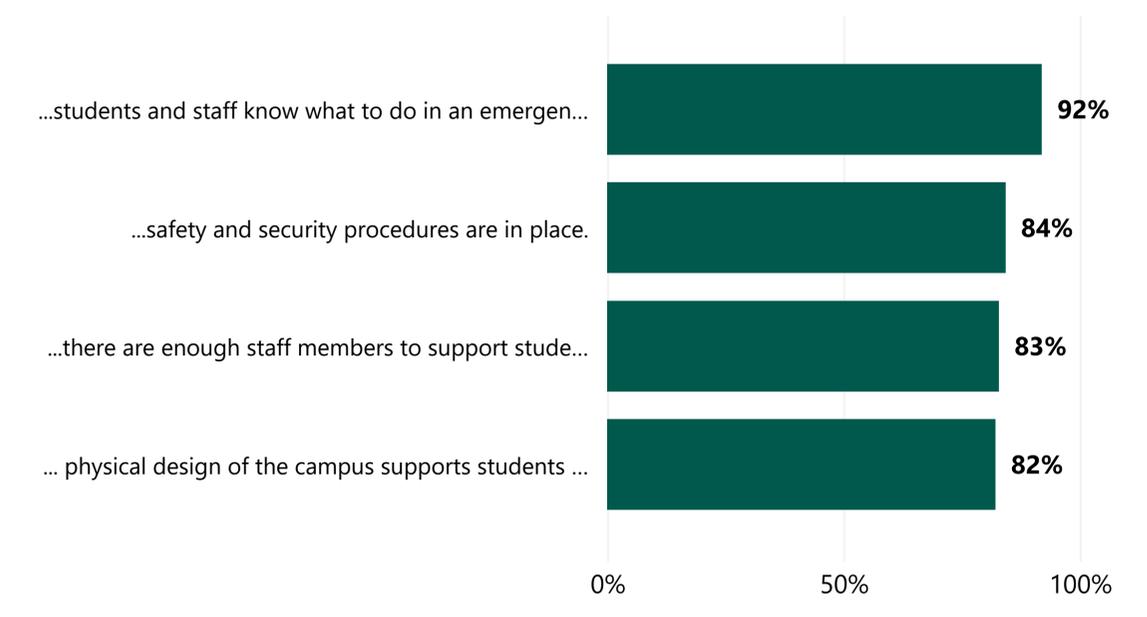
Compare Year-to-Year Changes by Answer Values

... physical design of the campus supports students safety.

% Agree + % Strongly Agree
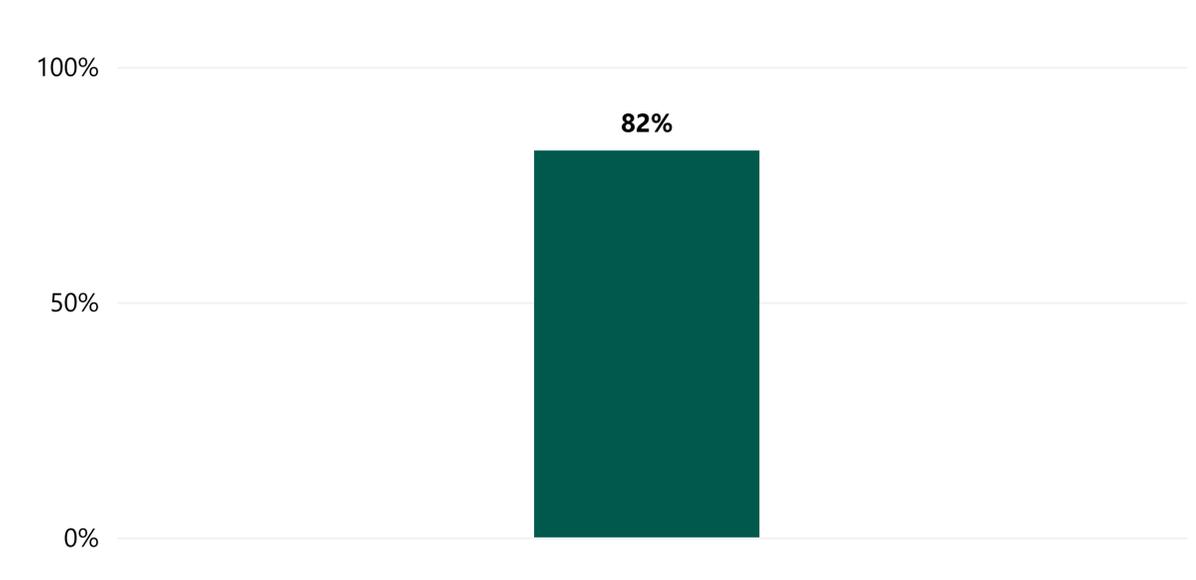
Group ● All

82%

Overall Quality

School Level: Elementary
School/Building: Grant Elementary
Staff Level: NA (Not Staff)
Special Education: All
Student Grade Level: All
Race/Ethnicity Group: All
Race/Ethnicity: All
Gender Identity: All
Special Population ...: All
School Year: 2024-2025
**Chart Segment:** All

Clear All Filters

How would you rate the overall quality of the education provided at [your/your child's school]?

Select Relevant Year to View Results

2024-2025

Group ● All

Very Poor	1%
Fair	13%
Excellent	42%
Good	44%

% Good + % Excellent

Group ● All

2024-2025: 86%
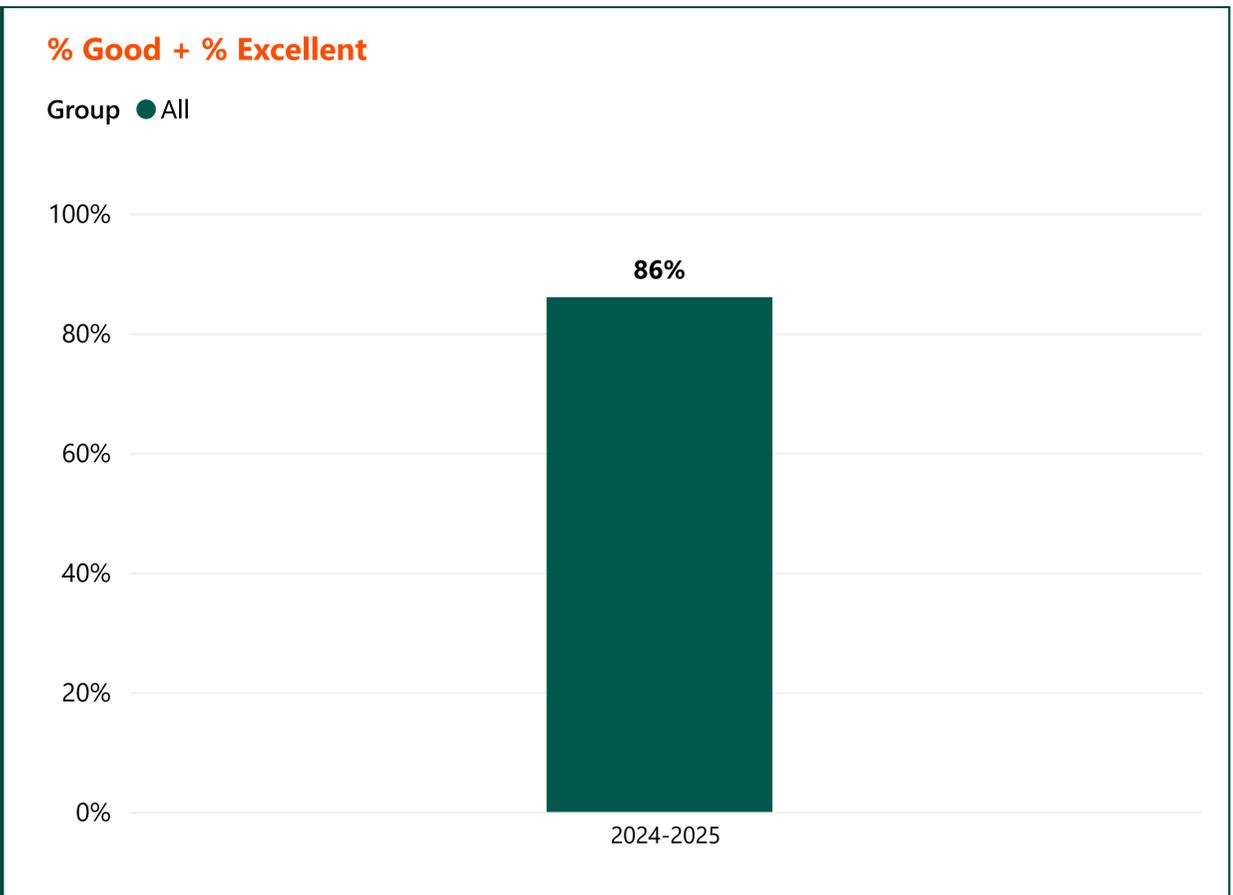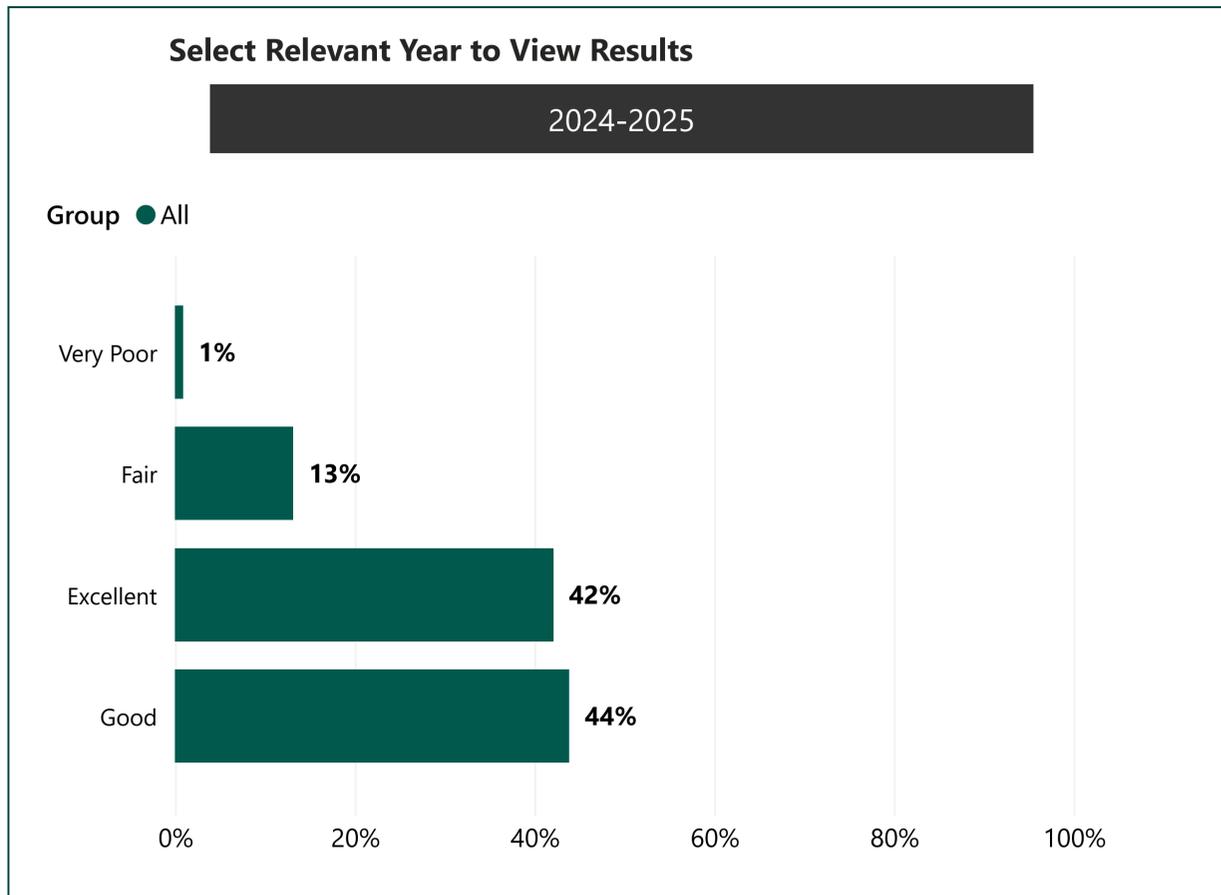
Please indicate how much you disagree or agree with the following statement: I like [my school]...

Select Relevant Year to View Results

2024-2025

Group ● All

Disagree	4%
Neither Agree nor Disagree	4%
Agree	28%
Strongly Agree	63%

% Agree + % Strongly Agree

Group ● All

2024-2025: 91%
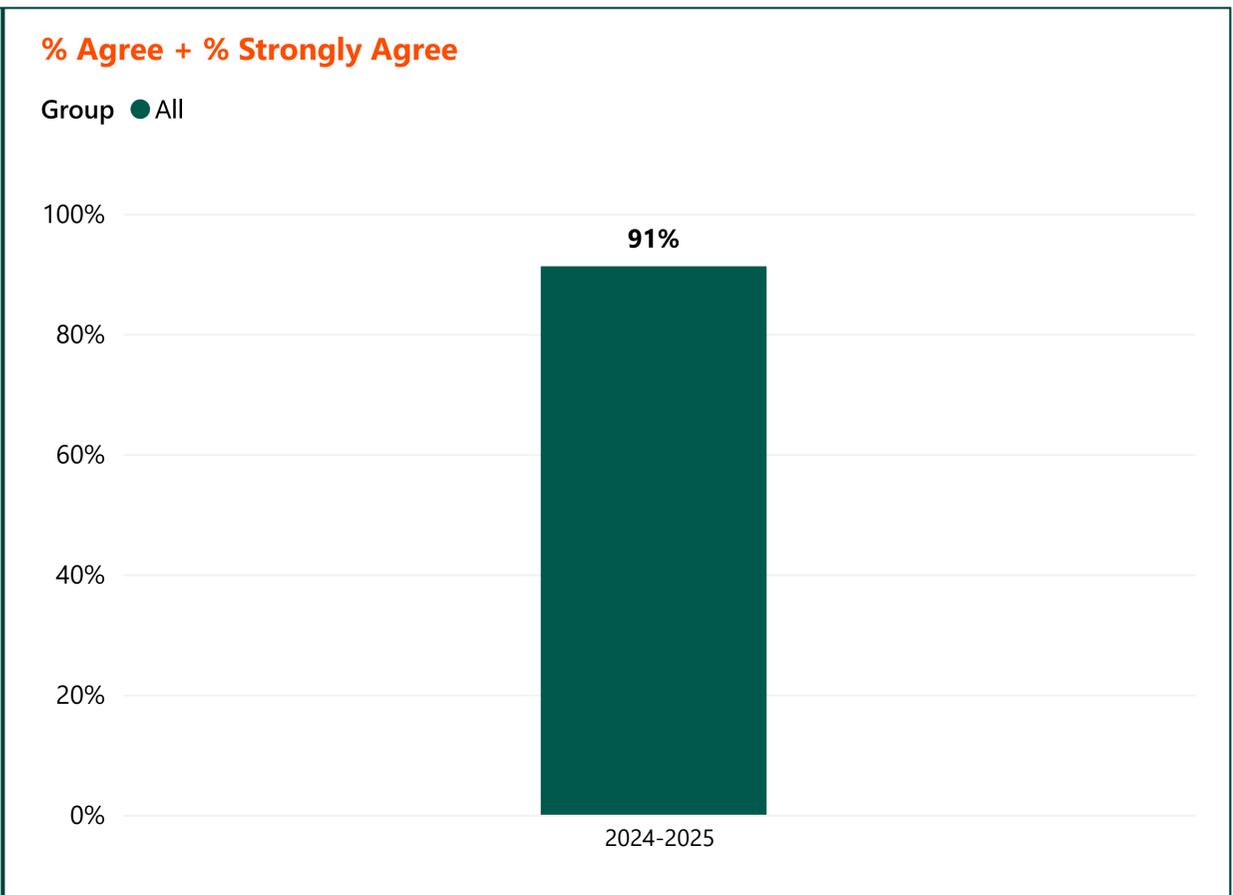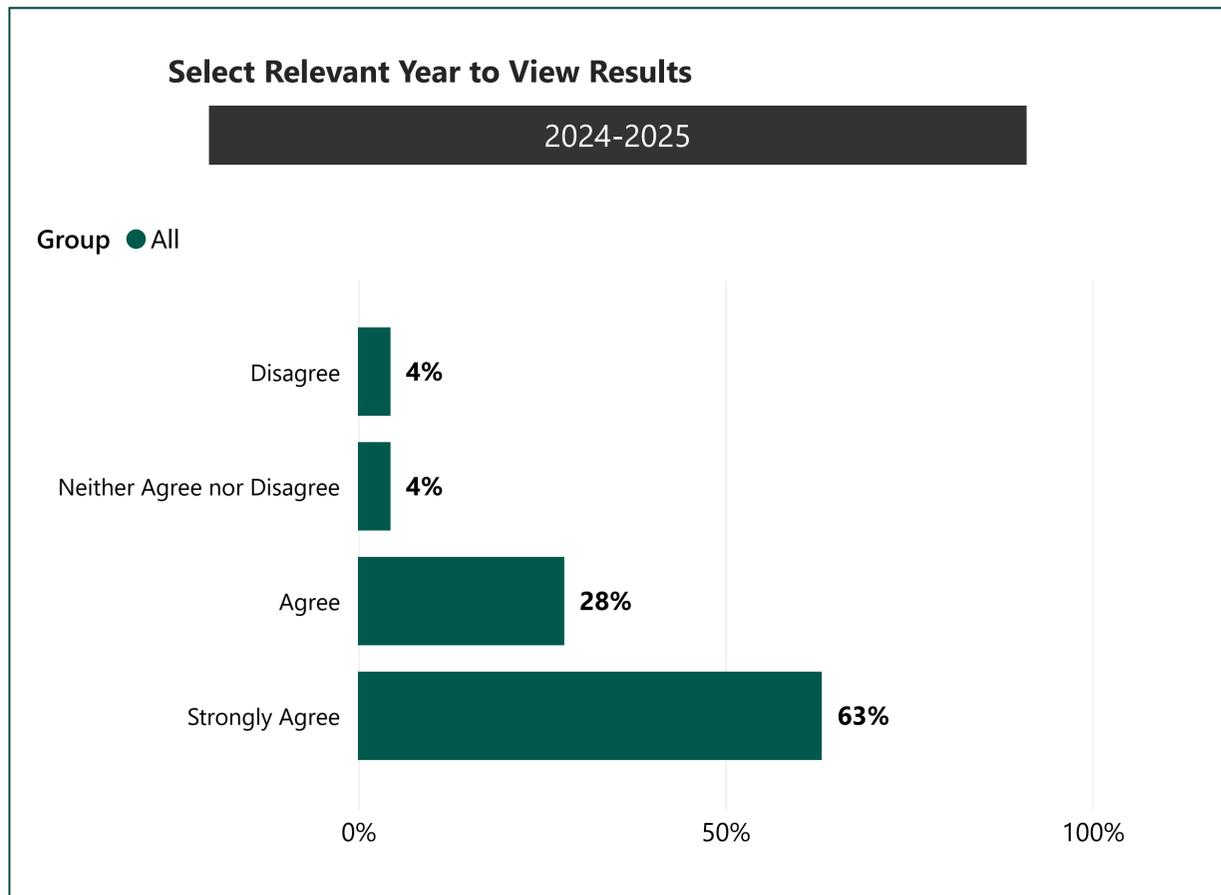
Grant Elementary School Implementation Plan for 2025-2026

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

<u>**2020-2021 Focus:**</u> **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.

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

<u>**2022-2023 Focus:**</u> **This focus is being carried over into the 2022-2023 school year due to the realignment of the SPSA cycle.** Grant Elementary students will construct viable and valid arguments from evidence, and provide peers with meaningful feedback across all educational settings.

<u>**2023-2024 Focus:**</u> Grant Elementary students will construct viable and valid arguments from evidence, and provide peers with meaningful feedback across all curricular areas, with an emphasis on math.

<u>**2024-2025 Focus:**</u> Grant Elementary students will construct viable and valid arguments from evidence, and provide peers with meaningful feedback across all curricular areas.

<u>**2025-2026 Focus:**</u> Grant Elementary students will construct viable and valid arguments from evidence and provide peers with meaningful feedback across all curricular areas.

Outcome: Students will increase by at least one point/level on grade-level writing and math assessments, which will be measured by common rubrics and formal and informal observation. Students will engage in social and academic activities where they feel safe, supported, and included, as measured by teacher and student reflections. Students' learning goals will consist of standards-based content and the development of skills such as critical thinking, problem-solving, communication, self-management, project management, and collaboration. Students will engage in Project Based Learning and participate in activities in their classrooms, schoolwide, and community. ** (Form an opinion, research through evidence, then share and defend your opinion) Locate, analyze, and utilize key ideas and details

Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
What skills/behaviors do we want to see STUDENTS demonstrating? *Across curricular areas, students will:*	**What instructional practices will best support the development of students' skills?** *Across curricular areas, staff will:*	**How will staff be supported as part of collaboration, staff meetings, centralized PD, and the expertise of teacher leaders?**	**What evidence of learning informs our progress and improves our collective actions? Assessments, student work, and observation of student learning (Success Indicators)**	**What timelines should guide our collective work?** **Resources:** **2025-2026 District Calendar** **2025-2026 Grant Modified Day Meeting Calendar** **2025-2026 District K-5 Assessment Calendar**
Demonstrate an understanding of the SIP Focus utilizing specific academic language.	Share the SIP Focus with students and ask them what they think it means.	Training and support for Gold Standard Project-Based Learning Cohort through professional learning seminars and relevant resources	Understanding the SIP focus for the cycle (orally and written)	**Cycle 1 - August 21st - November 7th**
Show curiosity, a sense of belonging, and show the relevance to the real world	Use a driving question to engage students and support student inquiry. Teach students about Jigsaw collaboration strategy for effective teamwork. Teachers will discuss with students who they would like to have as their "experts" or community interviews.	Grant and District admin will continue to train, advise, and support staff learning related to PBL. Learning walks with partner school: SMASH/PBL Pathway. Training about Jigsaw method for teachers Learning materials provided as needed.	Team collaboration using the Jigsaw method to construct (oral and written) valid arguments	**Cycle 1 - August 21st - November 7th**
Understand, analyze, respond to, and explain the reasoning of others.	Collect and provide meaningful feedback from students through conferences. Introduce and practice feedback/critique tuning protocols. Model social expectations for team interactions and feedback. Engage in an ongoing cycle of inquiry with student teams. Model and utilize a variety of platforms and resources to provide meaningful teacher feedback to students.	District-level Instructional Coaches will collaborate with teachers and staff to implement effective strategies. InnovateED with Danelle check-ins Staff meeting or PLC time to develop, implement, and analyze common formative assessments (checklist) with a focus on constructing coherent arguments.	Student and teacher reflections on their learning journey mid-way and at the end. Formal and informal teacher observation of student interactions in both academic and social settings	**Cycle 2 - November 17th, 2025 - January 30th, 2026**

Demonstrate appropriate use of academic vocabulary and language that supports social interaction.	Provide explicit academic vocabulary instruction (6 Cs, inquiry, cycle, etc.)	Use the PBL Works website and grade-level resources. Time for PLC collaboration PBL leaders on site to support successes and help with challenging moments	Teacher observation of student use of academic vocabulary within a social interaction, written, oral, and in teamwork.	**Cycle 2 - November 10th, 2025 - January 30th, 2026**
Students will demonstrate speaking and listening skills as defined by teacher-created, grade-level rubrics.	Teachers will provide speaking and listening experiences and will utilize rubrics to guide student learning.	Provide training for staff in programs that foster the development of peer feedback skills across grade levels (i.e., PALS; UFLI, etc.) Purchase curriculum and digital resources that support the schoolwide focus.	Common formative assessments Students will reflect on their learning in written or oral formats.	**Cycle 3 -February 2nd - May 9th - May 1st**
Students will exhibit an understanding of the Social Justice standards (Identity, Diversity, Justice, and Action) across all social settings.	Teachers lead morning meetings, and utilize Second Step tools.	Provide Social Justice and Responsive Classroom training, utilizing district-provided specialists and resources.	Teacher observation to look for student interactions that implement SJ standards.	**Cycle 3 -February 2nd - May 9th - May 1st**