School Year: **2025-26**

Schoolwide Plan Program (SWP)
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	12-62752-6007777	April 2, 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 ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Educational Partner Involvement

How, when, and with whom did your 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

Grant's School Site Council met to review 2023-2024 CAASPP, ELPAC data, and site-based data throughout the year. On March 12, 2025 stakeholders from the ELAC reviewed and discussed Grant's academic and school climate, and input was elicited. At this meeting on March 12, 2025 the School Principal provided a draft of site goals and input gathered from stakeholders. Stakeholders voted to approve the School Plan for Student Achievement goals on March 12, 2025. On April 2, 2025 stakeholders from the School Site Council reviewed and discussed Grant's academic and school climate, and input was elicited. At this meeting on April 2, 2025 the School Principal provided a draft of site goals and budget expenditures and input gathered from stakeholders. Stakeholders voted to approve the School Plan for Student Achievement goals on April 2, 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 only.

Grant Elementary has been identified for Additional Targeted Support and Improvement (ATSI) for chronic absenteeism where there is a specific intervention mandated by the Every Student Succeeds Act (ESSA) aimed at schools struggling with high rates of chronic absenteeism. This initiative will target specific subgroups of students, Asian and Students with Disabilities who are underperforming with Chronic Absenteeism. Grant Elementary School will develop and implement a school-level plan to improve student outcomes. ATSI aims to provide focused support and resources to these schools to develop and implement strategies that effectively address and reduce chronic absenteeism, thereby improving overall student engagement and academic outcomes. Grant Elementary School will create improvement plans that involve evidence-based interventions, regular monitoring, and evaluation of progress.

Baseline Data:
According to the California Dashboard data from the 2023 school year, 21.2% of Asian students were chronically absent, an increase of 0.6% from the previous year, and 42% of Students with Disabilities were chronically absent, an increase of 11.6% from the previous year.

Long Term Goal:
By the end of the 2026-2027 academic year, reduce the chronic absenteeism rate for Asian students to 10.1% and Students with Disabilities to 33.1% through targeted interventions, support programs, and community engagement initiatives. This will involve implementing evidence-based strategies tailored to address the unique barriers faced by these subgroups, regularly monitoring attendance data, fostering a collaborative environment among educators, families, and community partners to ensure sustained improvement in attendance rates, and increasing personnel to support attendance initiatives.

Short Term Goal:

By the end of the 2024-2025 academic year, achieve a 3%-4% per year reduction in chronic absenteeism rates for Asian students and Students with Disabilities by implementing initially targeted interventions, such as regularly monitoring attendance data, personalized attendance plans, increased communication with families, parent engagement nights, and the introduction of support services aimed at addressing specific needs related to attendance barriers.

2023-24 Progress Data:
According to the California Dashboard data from the 2024 school year, 15.2% of Asian students were chronically absent, an increase of 6.1% from the previous year. Grant Elementary exceeded our short-term goal with a 6.1% reduction in the first year for implementation, indicating the initial targeted interventions may be having a positive impact. Grant Elementary is no longer identified for ATSI for chronic absenteeism for the subgroup of students who identify as Asian. The site will continue to provide ongoing support and monitoring for this subgroup around chronic absenteeism.
According to the California Dashboard data from the 2024 school year, 42.1% of Students with Disabilities were chronically absent, which was maintained 0.1% from the previous year. The short-term goal aimed for a 3%-4% reduction per year; there has been no reduction; in fact, there was a marginal increase. This indicates the initial targeted interventions have not yet been effective for this subgroup. Grant Elementary continues to be identified for ATSI for chronic absenteeism for Students with Disabilities, highlighting the ongoing need for more effective strategies.

Enhanced Individualized Attendance Support and Planning:
Develop and Implement Individualized Attendance Plans (IAPs): Similar to IEPs, these plans would be tailored to address the specific barriers contributing to a student's absenteeism. This could involve collaboration between case managers, special education staff, general education teachers, families, and the student (when appropriate).
Increase Early Identification and Intervention: Implement proactive systems to identify students with emerging attendance issues early on. This could involve analyzing attendance patterns, utilizing early warning systems, and conducting outreach to families at the first signs of concern.
Strengthen Collaboration with IEP Teams: Ensure that attendance goals and strategies are explicitly integrated into IEPs. The IEP team should regularly review attendance data and adjust supports and interventions as needed.

Increased Family and Community Engagement:
Conduct Focused Outreach to Families: Implement proactive and culturally sensitive communication strategies to understand the specific challenges families of students with disabilities face regarding attendance. This could involve home visits, individualized meetings, and accessible communication methods.
Offer Parent Training and Support Groups: Provide resources and workshops for parents on topics such as the importance of consistent attendance, strategies for addressing attendance barriers at home,

Systemic and School-Wide Approaches:
Promote a Positive and Inclusive School Climate: Foster a sense of belonging and acceptance for all students. Address any instances of bullying or lack of support that might contribute to a student's reluctance to attend school.
Collect and Analyze Disability-Specific Attendance Data: Regularly review attendance data disaggregated by disability subgroup to identify specific trends and areas of need. This data should inform the development and refinement of interventions.
Allocate Resources for Targeted Attendance Support: Ensure that adequate funding and staffing are dedicated to implementing the strategies outlined above, including personnel to provide individualized support, family outreach, and specialized service.

Grant Elementary has been identified for Additional Targeted Support and Improvement (ATSI) for suspension where there is a specific intervention mandated by the Every Student Succeeds Act (ESSA) aimed at schools struggling with high rates of chronic absenteeism. This initiative will target specific subgroups of students Students with Disabilities who are underperforming. Grant Elementary School will develop and implement a school-level plan to improve student outcomes. ATSI aims to provide focused support and resources to these schools to develop and implement strategies that effectively address and reduce suspension, thereby improving overall student engagement and academic outcomes. Grant Elementary School will create improvement plans that involve evidence-based interventions, regular monitoring, and evaluation of progress.

Baseline Data:
According to the California Dashboard data from the 2024 school year, 10.3% of Students with Disabilities were suspended at least once, an increase of 4.5% from the previous year.

Long Term Goal:
By the end of the 2027-28 academic year, reduce the number of Suspensions for Students With Disabilities who are suspended at least once to 3.2% or less through targeted interventions, support programs, and community engagement initiatives. This will involve implementing evidence-based strategies (Other Means of Correction, Restorative Practices and PBIS best practices) tailored to address the unique barriers faced by this subgroup, regularly monitoring behavioral

data, fostering a collaborative environment among educators, families, and community partners to ensure sustained improvement in suspension rates.

Short Term Goal:
By the end of the 2025-26 school year, achieve a 3%-4% per year reduction Suspension rates for Students with Disabilities by implementing initially targeted interventions, personalized behavior supports, targeted social-emotional learning programs, regularly monitoring student data, personalized student plans, increased communication with families, parent engagement nights, and the introduction of support services aimed at addressing specific needs.

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.

The overall performance data for the suspension rate being in the red signifies that the school's suspension rates are critically high according to the California School Dashboard. This status highlights that significant improvement is still needed.

The overall performance for Chronic Absenteeism Progress is indicated as yellow on the California School Dashboard, it signifies that the rate of chronic absenteeism—students missing 10% or more of school days—is higher than the state average but not at the most critical level. This status indicates a need for significant improvement in ensuring that students attend school regularly. There was a 7.8% decline in students chronically absent as compared to the previous year.

The overall performance for English Learner Progress is indicated as No Performance Color on the California School Dashboard. There was an increase of 21% for students making progress, as compared to the previous year.
it means that the progress of English learners in achieving proficiency in the English language is below the state average but not at the lowest performance level. This status highlights that while there is some progress, significant improvement is still needed.

The overall performance for English Language Arts (ELA) Progress is indicated as orange on the California School Dashboard, it means that student achievement in ELA is below the state average but not at the lowest level. This status signifies that while there is some progress in ELA, there remains a considerable need for improvement.

The overall performance for Mathematics Progress is indicated as orange on the California School Dashboard, it signifies that student achievement in mathematics is below the state average, but not at the lowest performance level. This orange status suggests that while students are making some progress in mathematics, there is a substantial need for improvement.

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.

Based on the California School Dashboard, significant disparities exist in Chronic Absenteeism, with English Language Learners, Students with Disabilities, and students identified as Two or More Races performing two or more levels below the "All Student" group.
Based on the California School Dashboard, significant disparities exist in Suspension Rates for Students with Disabilities and students identified as Two or More Races performing two or more levels below the "All Student" group.

Other Needs

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

To help Grant better monitor and support student outcomes, additional data may be collected:

Suspension Rates:
We will utilize the Universal Screener data that is administered three times throughout the school year to identify students who would benefit from additional supports with social/emotional development. We will utilize Behavior Tracking Form data to identify students who would benefit from additional interventions. The MTSS Team will review referrals and monitor student outcomes. Other Means of Correction, Restorative Practices, and PBIS will be used to support students.

Chronic Absenteeism Rates:
We will use our daily PowerSchool attendance data to follow up with families for students who are absent from school. We will use Unified Insights data to monitor student absences, as a preventative measure from becoming chronically absent. When students are identified as trending chronically absent, our Attendance Huddle Team will develop an individualize plan to support the family with attendance. Students who continue to trend nearly chronic will initiate a School Attendance Review Team (SART) Meeting, and data will be collected regarding the intervention plan put into place. We will monitor Student Attendance Plan data. For students who did not respond to attendance interventions, we will monitor attendance through the School Attendance Review Board (SARB).

English Language Learner Progress:
We will review ELPAC scores at the beginning of the school year to determine students who have not made progress with their testing scores. We will review other local student data, such as mClass, IXL, and Interim assessment results.

ELA Rates:
We will review local data such as mClass, Boost, and other progress monitoring data to determine students who may benefit from additional targeted support. We will also use Interim assessment data.

Math Rates:
We will review local data such as IXL data to determine students who may benefit from additional targeted support. We will also use Interim assessment data.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level 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	2.40%	2.83%	3.30%	6	7	9
African American	1.60%	0.81%	%	4	2	
Asian	13.20%	13.36%	10.99%	33	33	30
Filipino	%	0%	%	0	0	
Hispanic/Latino	27.60%	25.91%	27.47%	69	64	75
Pacific Islander	0.40%	1.62%	2.20%	1	4	6
White	42.00%	42.51%	43.22%	105	105	118
Multiple/No Response	12.80%	12.96%	12.09%	32	32	33
			Total Enrollment	250	247	273

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	39	48
Grade 1	42	48	27
Grade 2	30	42	52
Grade3	45	25	44
Grade 4	40	47	31
Grade 5	46	38	52
Total Enrollment	250	247	273

Conclusions based on this data:

1. Grant's enrollment has increased by 9.2% from 2021-22 to 2023-24

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	52	38	45	20.8%	20.8%	16.5%
Fluent English Proficient (FEP)	3	8	9	3.7%	1.2%	3.3%
Reclassified Fluent English Proficient (RFEP)				11.8%		

Conclusions based on this data:

1. Students continue to need specific instruction in the area of language acquisition.
2. EL Tech support is needed.
3. Develop a more comprehensive progress monitoring system in correlation with our site MTSS team.

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	44	27	48	42	25	46	42	25	46	95.5	92.6	95.8
Grade 4	39	48	28	37	45	28	37	45	28	94.9	93.8	100
Grade 5	46	32	47	46	31	45	46	31	45	100.0	96.9	95.7
All Grades	129	107	123	125	101	119	125	101	119	96.9	94.4	96.7

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	2380.	2391.	2374.	4.76	16.00	8.70	19.05	24.00	17.39	35.71	16.00	28.26	40.48	44.00	45.65
Grade 4	2449.	2403.	2427.	24.32	6.67	10.71	8.11	17.78	17.86	27.03	17.78	25.00	40.54	57.78	46.43
Grade 5	2472.	2482.	2435.	10.87	16.13	11.11	19.57	25.81	15.56	32.61	22.58	24.44	36.96	35.48	48.89
All Grades	N/A	N/A	N/A	12.80	11.88	10.08	16.00	21.78	16.81	32.00	18.81	26.05	39.20	47.52	47.06

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	0.00	*	4.35	66.67	*	78.26	33.33	*	17.39
Grade 4	16.22	11.11	*	59.46	60.00	*	24.32	28.89	*
Grade 5	13.04	16.13	13.33	67.39	54.84	55.56	19.57	29.03	31.11
All Grades	9.60	11.88	8.40	64.80	56.44	65.55	25.60	31.68	26.05

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	4.76	*	6.67	50.00	*	55.56	45.24	*	37.78
Grade 4	16.22	2.22	*	59.46	42.22	*	24.32	55.56	*
Grade 5	6.52	9.68	6.67	60.87	64.52	48.89	32.61	25.81	44.44
All Grades	8.80	4.95	6.78	56.80	53.47	53.39	34.40	41.58	39.83

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	4.76	*	8.89	80.95	*	64.44	14.29	*	26.67
Grade 4	2.70	4.44	*	86.49	73.33	*	10.81	22.22	*
Grade 5	10.87	16.13	8.89	71.74	67.74	66.67	17.39	16.13	24.44
All Grades	6.40	9.90	9.32	79.20	73.27	66.10	14.40	16.83	24.58

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	7.14	*	15.22	73.81	*	50.00	19.05	*	34.78
Grade 4	10.81	2.22	*	70.27	66.67	*	18.92	31.11	*
Grade 5	13.04	16.13	2.22	63.04	64.52	66.67	23.91	19.35	31.11
All Grades	10.40	7.92	9.24	68.80	68.32	61.34	20.80	23.76	29.41

Conclusions based on this data:

1. Overall the percentage of students that met or exceeded the standard in ELA has decreased.
2. Collaboration around pacing and instructional practice shall continue in the 2025-26 school year.
3. Continued professional development around newly adopted ELA curriculum TK-5 will be a priority.

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	44	27	48	42	24	47	42	24	47	95.5	88.9	97.9
Grade 4	39	48	28	37	45	28	37	45	28	94.9	93.8	100
Grade 5	46	32	47	46	31	45	46	31	45	100.0	96.9	95.7
All Grades	129	107	123	125	100	120	125	100	120	96.9	93.5	97.6

* 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	2403.	2398.	2372.	2.38	12.50	4.26	35.71	29.17	14.89	23.81	8.33	29.79	38.10	50.00	51.06
Grade 4	2445.	2424.	2438.	10.81	4.44	3.57	24.32	13.33	17.86	27.03	37.78	53.57	37.84	44.44	25.00
Grade 5	2463.	2470.	2448.	10.87	16.13	8.89	13.04	12.90	15.56	23.91	25.81	26.67	52.17	45.16	48.89
All Grades	N/A	N/A	N/A	8.00	10.00	5.83	24.00	17.00	15.83	24.80	27.00	34.17	43.20	46.00	44.17

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	9.52	*	8.51	61.90	*	44.68	28.57	*	46.81
Grade 4	16.22	6.67	*	48.65	48.89	*	35.14	44.44	*
Grade 5	15.22	12.90	4.44	43.48	54.84	55.56	41.30	32.26	40.00
All Grades	13.60	13.00	5.00	51.20	46.00	50.83	35.20	41.00	44.17

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	7.14	*	2.13	69.05	*	51.06	23.81	*	46.81
Grade 4	13.51	6.67	*	37.84	62.22	*	48.65	31.11	*
Grade 5	10.87	9.68	6.67	56.52	45.16	53.33	32.61	45.16	40.00
All Grades	10.40	8.00	4.17	55.20	59.00	55.83	34.40	33.00	40.00

Conclusions based on this data:

1. Overall the percentage of students that met or exceeded the standard in Math has decreased, Mathematics continues to be an area in need of improvement.
2. Collaboration around pacing and instructional practice shall continue in the 2024-25 school year.
3. What I Need Time for Mathematics needs to be implimented.

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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*	1418.1	*	*	1429.2	*	*	1392.4	10	*	14
1	*	*	*	*	*	*	*	*	*	8	10	*
2	*	*	1460.5	*	*	1458.7	*	*	1462.0	7	8	11
3	*	*	*	*	*	*	*	*	*	6	7	10
4	*	*	*	*	*	*	*	*	*	9	4	5
5	*	*	*	*	*	*	*	*	*	10	8	5
All Grades										50	38	46

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	*	*	14.29	*	*	35.71	*	*	28.57	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	63.64	*	*	18.18	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.00	26.32	23.91	42.00	52.63	43.48	20.00	15.79	13.04	4.00	5.26	19.57	50	38	46

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	*	*	14.29	*	*	42.86	*	*	14.29	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.00	44.74	43.48	32.00	39.47	28.26	6.00	15.79	10.87	2.00	0.00	17.39	50	38	46

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	*	*	21.43	*	*	14.29	*	*	42.86	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	63.64	*	*	9.09	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.00	10.53	15.22	32.00	55.26	36.96	48.00	23.68	26.09	12.00	10.53	21.74	50	38	46

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	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.00	44.74	34.78	56.00	55.26	47.83	6.00	0.00	17.39	50	38	46

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	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.00	55.26	39.13	26.00	42.11	45.65	2.00	2.63	15.22	50	38	46

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	*	*	7.14	*	*	71.43	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.00	18.42	10.87	68.00	63.16	65.22	18.00	18.42	23.91	50	38	46

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	*	*	28.57	*	*	42.86	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	44.74	28.26	72.00	52.63	50.00	8.00	2.63	21.74	50	38	46

Conclusions based on this data:

1. Overall the percentage of students that made progress has significantly increased.

2. A 1.0 FTE ELD Teacher will support identified EL students in the area of language development through reading, writing, listening and speaking instruction. A 3 hour EL Tech continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.

3. Professional development for teachers will continue in the area of best teaching practices for English Language Learners.

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**
273	**69.6%**	**16.5%**	**1.5%**
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	45	16.5%
Foster Youth	4	1.5%
Homeless	20	7.3%
Socioeconomically Disadvantaged	190	69.6%
Students with Disabilities	46	16.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	9	3.3%
Asian	30	11%
Filipino	0	0.0%
Hispanic	75	27.5%
Two or More Races	33	12.1%
Pacific Islander	6	2.2%
White	118	43.2%

Conclusions based on this data:

1. Grant has a diverse student population. Continued work with Culturally Responsive Teaching is needed.

2. Staff will continue to analyze the CA Dashboard and local data in order to identify subgroups that require extra support in the area of language arts.
3. Staff will continue to analyze the CA Dashboard and local data in order to identify subgroups that require extra support in the area of math.

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.

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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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rate increased from prior year. Continued work with Other Means of Correction, PBIS, Restorative Practices, MTSS and SST system to maintain progress.
2. Language Arts and Mathematics are both areas in need of improvement schoolwide.Teachers will support students in the area of Language Arts through the implementation of Amplify in grades TK-5. A plan has been developed to support professional development around implementation of newly adopted ELA materials.

3. Chronic Absenteeism rates have decreased from the prior year. Continued work with creating a sense of belonging for students is needed, identifying barriers with attending school, while supporting families and students with attendance plans will be beneficial.

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

Lowest Performance



Orange



Yellow



Green



Blue

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	1	0	0

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
54.1 points below standard	74.0 points below standard	0 Students
Declined 11.7 points	Declined 25.7 points	
112 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	68.5 points below standard
2 Students	5 Students	Declined 14.8 points
		92 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
116.5 points below standard	0 Students	Less than 11 Students
Declined 47.2 points		2 Students
20 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
89.6 points below standard	0 Students	75.5 points below standard
Declined 45.9 points		Declined 29.0 points
11 Students		30 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
57.1 points below standard	0 Students	29.7 points below standard
14 Students		Increased 7.8 points
		55 Students

Conclusions based on this data:

1. Overall all students decreased from the prior year.
2. Socioeconomically Disadvantaged student scores decreased from prior year.
3. Teachers will support students in the area of Language Arts through the implementation of CKLA in grades TK-5. A plan has been developed to support professional development around implementation of newly adopted ELA materials. There will be targeted instruction in K-5 through What I Need Time for ELA.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	No Performance Color	No Performance Color
60.4 points below standard	71.7 points below standard	0 Students
Declined 8.5 points	Declined 6.8 points	
112 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	72.7 points below standard
2 Students	5 Students	Declined 11.8 points
		92 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
132.4 points below standard	0 Students	Less than 11 Students
Declined 31.8 points		2 Students
20 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
76.1 points below standard	0 Students	70.4 points below standard
Declined 34.7 points		Increased 5.6 points
11 Students		31 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
81.9 points below standard	0 Students	50.3 points below standard
14 Students		Declined 16.1 points
		55 Students

Conclusions based on this data:

1. Overall "All Students" scores decreased as compared to the prior year.
2. Teachers will support students in the area of Mathematics through continued professional development in Everyday Math and planning pacing guides are being developed to ensure consistency across grade levels.
3. There will be targeted instruction in K-5 through What I Need Time for Mathematics.

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
66.7% making progress.	making progress.
Number Students: 27 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
14.8%	18.5%	18.5%	48.1%

Conclusions based on this data:

1. English Learners scores increased overall as compared to the previous year.
2. Continued support for English Learners is needed. Continued professional development around instruction for English Learners is needed.

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
Lowest Performance


Orange


Yellow


Green


Blue
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	 Red	 No Performance Color
29.4% Chronically Absent	21.2% Chronically Absent	0 Students
Declined 7.8	Increased 0.6	
299 Students	52 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	62.5% Chronically Absent	33.7% Chronically Absent
7 Students	Maintained 0	Declined 7.4
	40 Students	246 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
42.1% Chronically Absent	0 Students	Fewer than 11 students - data not displayed for privacy
Maintained 0.1		9 Students
57 Students		

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
15.2% Chronically Absent	0 Students	29.9% Chronically Absent
Declined 6.1		Declined 11.7
33 Students		87 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
41.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	30% Chronically Absent
Increased 5.1	6 Students	Declined 6.8
34 Students		130 Students

Conclusions based on this data:

1. Grant's chronic absenteeism rate declined as compared to the previous year.
2. Students subgroups such as Students With Disabilities, English Learners, and Two or More Races have the highest chronic absenteeism rates.
3. Long-term and short-term goals have been established to support students that encounter barriers that impacts regular attendance.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	0	0	0

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
 Orange	 Orange	 No Performance Color
5.1% suspended at least one day	1.9% suspended at least one day	0 Students
Increased 1.5%	Increased 1.9%	
316 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	7.5% suspended at least one day	5.8% suspended at least one day
9 Students	Increased 7.5%	Increased 1.4%
	40 Students	259 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
10.3% suspended at least one day	0 Students	Fewer than 11 students - data not displayed for privacy
Increased 4.5%		9 Students
58 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
2.8% suspended at least one day	0 Students	4.3% suspended at least one day
Increased 2.8%		Increased 1.3%
36 Students		94 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
5.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.6% suspended at least one day
Increased 0.5%	6 Students	Increased 1.7%
35 Students		136 Students

Conclusions based on this data:

1. The suspension rate increased from the previous year.
2. Grant will continue to provide staff professional development around Other Means of Correction, Restorative Practices, PBIS, levels of engagement, belonging, and cultural sensitivity to help students feel engaged and connected to their school.
3. Long-term and short-term goals have been established to support students in reducing the Suspension Rates.

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.

Academics
Grant Elementary will increase school-wide reading scores each June as measured through the CAASPP (SBAC) and multiple measures including mClass, curriculum and teacher based assessments, and CAASPP Interim Assessments.
Grant Elementary will increase school-wide math scores each June as measured through the CAASPP (SBAC) and multiple measures including IXL, curriculum and teacher based assessments, and CAASPP Interim Assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.
LCAP Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.

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.

This plan is written to reflect the data that was collected in 2023-2024 school year. Results indicated that more than a 5% increase in student ELA performance that Nearly Met Standard than the previous year; however we want to continue to see an increase in the percent of students that Meet or Exceed Standard. Results also indicate that there was a decline in student performance in the area of ELA to 54.1 points below standard.

This plan is written to reflect the data that was collected in 2023-2024 school year. Results indicated that more than a 5% increase in student Mathematics performance that Nearly Met Standard than the previous year; however we want to continue to see an increase in the percent of students that Meet or Exceed Standard. Results also indicate that there was a decline in student performance in the area of ELA to 60.4 points below standard.

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
CAASPP ELA	In 2022-2023 ELA CAASPP scores were 42.4 points below standard. In 2023-2024 ELA CAASPP scores were 54.1 points below standard.	Increase ELA scores by 28.8 points by spring 2025.
CAASPP Math	In 2022-2023 Math CAASPP scores were 51.8 points below standard. In 2023-2024 Math CAASPP scores were 60.4 points below standard.	Increase Math scores by 2.7 points by Spring 2025.

mClass End of Year Composite Score	In 2023-2024 mClass End of Year Composite Score 20% of students scored Above Benchmark, 25% of students scored At Benchmark, 16% of students scored Below Benchmark, and 39% of students scored Well Below Benchmark	Increase the percentage of students At or Above Benchmark by the Spring of 2025.
IXL Diagnostic End of Year Score	In 2023-2024 IXL End of Year Diagnostic Assessment 9% of students scored Above Grade Level, 28% of students scored On Grade Level, 18% scored Below Grade Level, and 7% scored Far Below Grade Level.	Increase the percentage of students On or Above Benchmark by the Spring of 2025.

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	Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation: -Purchasing supplementary materials and intervention support materials for targeted subgroups. -Providing classrooms with supplies to facilitate What I Need (WIN) interventions. -Providing families with consumables and manipulatives to support their child at home with ELA, Math, and Social-Emotional development. -Providing school supplies. -Awards for academic progress in core subjects.	ALL	3,838 Title I 4000-4999: Books And Supplies Materials and supplies
1.2	Employ a CARE Specialist to support instruction: -The CARE Specialist will also be responsible for supporting Student Study Teams to assist teachers in identifying and providing appropriate -- modifications and strategies which engage student in learning and improve attendance -The CARE Specialist will provide professional development for teachers and support staff for proper implementation of lessons and delivery of material. -The CARE Specialist will conduct coaching cycles with teachers and provide ongoing professional development.	ALL	57,905 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CARE Specialist (pos 780 = 0.50 FTE)
1.3	Provide release time and/or paid outside of contract time for certificated staff for PLCs and professional development: -Includes providing PLC collaboration and possible extra hours for selection of common assessments and common scoring guides, as well as release time for teachers to visit other teachers on or off site for	ALL	4,354 Title I 1000-1999: Certificated Personnel Salaries Extra hours for professional development or sub coverage

	purposes of professional growth, as recommended by an instructional coach or Administration. -Includes providing substitutes for academic, social-emotional, or behavioral (PBIS and Restorative Practices) conferencing; professional learning; PLC collaborative time.		
1.4	Provide release time and/or paid outside of contract time for classified staff for PLCs and professional development: -Includes providing PLC collaboration and possible extra hours for selection of common assessments and common scoring guides, as well as release time for teachers to visit other teachers on or off site for purposes of professional growth, as recommended by an instructional coach or Administration. -Includes providing substitutes for academic, social-emotional, or behavioral (PBIS and Restorative Practices) conferencing; professional learning; PLC collaborative time. -Provide childcare for families to attend family trainings and school events related to the Title I focus areas.	ALL	2,736 Title I 2000-2999: Classified Personnel Salaries Extra hours for professional development or sub coverage
1.5	Provide professional development for staff related to identified site and district goals to meet the needs of struggling students: -Increasing students' ELA achievement to meet the needs of struggling students . -Increasing students' Math achievement to meet the needs of struggling students . -Increasing students' Social Emotional well-being and sense of belonging to meet the needs of struggling students -Trainings for school staff to increase collaboration with parents or support family engagement strategies. -Provide conference fees and lodging related to identified site and district goals to meet the needs of struggling students (Title 1 focus areas) as approved by Administration. Staff member would then engage the site and/or district staff in professional development around the content of the attended conference.	ALL	2,000 Title I 5000-5999: Services And Other Operating Expenditures Professional development
1.6	Provide printing services: -Access to Learning Materials: Printing services ensure that students and teachers have access to a wide range of printed materials that are fundamental to the learning process. This includes: -Worksheets and handouts: These provide students with structured practice and reinforce concepts taught in the classroom. -Reading materials: Printed books, articles, and other texts are essential for developing literacy skills and expanding knowledge. -Study guides and review materials: These resources help students prepare for assessments and solidify their understanding of key concepts. -Individualized Education Programs (IEP) materials: Printing services can produce specialized materials	ALL	10,600 Title I 5000-5999: Services And Other Operating Expenditures Printing Services

	tailored to the unique needs of students with disabilities. -Enhanced Instruction: Teachers rely on printed materials to deliver effective and engaging instruction. Printing services support this by providing: -Lesson plans and instructional aids: Well-printed lesson plans, visual aids, and other materials help teachers organize and present information clearly. -Classroom posters and displays: These create a stimulating and visually appealing learning environment that can enhance student engagement. -Assessment materials: Printing services ensure that teachers have the necessary resources to assess student learning accurately and efficiently. -Support for Diverse Learning Needs: Students have diverse learning styles and needs. Printing services can help address these by providing materials in various formats, such as: -Large-print materials: These are essential for students with visual impairments. -Bilingual materials: Providing materials in students' native languages can support English Language Learners (ELLs). -Parent and Community Engagement: Printing services also facilitate communication and collaboration between the school, parents, and the community. This includes: Newsletters and flyers: These keep parents informed about school events, programs, and student progress. Parent meeting materials: Printed agendas, handouts, and presentations can enhance the effectiveness of parent meetings. School event programs: High-quality printed programs can enhance school events and celebrations, fostering a sense of community.		

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.

We saw an increase of more than 5% overall of students that Nearly Met standards as compared to the previous year. We saw a decrease in the number of students that Met or Exceeded Standard as compared to the previous year.

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

N/A

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.

In the 2023-2024 we adopted a new Science of Reading based ELA curriculum, Amplify. Teachers were provided ongoing district-wide professional development and collaboration time. Grant will use local data, such as mClass from the Amplify curriculum to identify students who may benefit from additional supports.

In the 2023-2024 school year, Grant developed grade level common schedules to provide grade level teams to have common prep time and added a What I Need (WIN) time to the schedule. During WIN time, classroom aides, literacy technicians, Reading Intervention Teacher, and Math Intervention Teacher would support student learning. In the 2024-2025 Grant stives to add a grade level ELA WIN time and Math WIN time to provide more direct targeted support in both curricular areas.

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.

Attendance Goal
By the end of the 2026-2027 academic year, reduce the chronic absenteeism rate for Asian students to 10.1% and Students with Disabilities to 33.1% through targeted interventions, support programs, and community engagement initiatives. This will involve implementing evidence-based strategies tailored to address the unique barriers faced by these subgroups, regularly monitoring attendance data, fostering a collaborative environment among educators, families, and community partners to ensure sustained improvement in attendance rates, and increasing personnel to support attendance initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.

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.

Chronic absenteeism continues to be an issue. We did have a decrease of chronically absent students as compared to the 2023-2024 school year. Continue education of students and families about the need to be at school on time ready to learn. Continue to have weekly attendance meetings and attendance SART meetings regularly (Student Attendance Review Team).

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
CA Dashboard	37.3% of Grant Students were chronically absent in the 2022-2023 school year. 29.4% of Grant Students were chronically absent in the 2023-2024 school year.	Decrease number of chronically absent students to 24.3% or less.

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	Increase school attendance: -Hire additional personnel to facilitate SART Meetings, make SARB referrals, and support the Attendance systems and individual student plans.	ALL	11,063 Title I 2000-2999: Classified Personnel Salaries

			Staff to facilitate SART, SARB, and attendance support (new or increase 317)
2.2	Increase school attendance: -Provide family training materials or educational services around attendance. -Communication expenses (printing, translation, interpretation) -Provide snacks and/or a meal if family training could not be scheduled around meal time. -Develop Attendance systems and individual student plans. -Provide school wide assemblies and awards programs for increased student engagement and attendance. -Provide school supplies and materials that align with positive attendance practices. -Provide awards for attendance progress.	ALL	3,837 Title I 4000-4999: Books And Supplies Supports for students and families
2.3	Provide Community/Family Engagement outreach & support: -Provide Homeless and Foster Youth support (outreach, school materials, clothing, shoes, hygiene materials) . -Provide outreach communications to families of English Learners, Foster and Homeless Youth, and socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums. -Provide attendance outreach and recognition. -Provide materials to support community and family engagement events. -Provide family information nights to support students' ELA, Math, and Social-Emotional development, and Attendance. -Communication expenses (printing, translation, interpretation). -Provide snacks and/or a meal if family training could not be scheduled around meal time.	ALL	2,440 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Family Engagement
2.4			
2.5			

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.

We saw a slight increase in attendance rates this school year. This was a result of increased school to home communication regarding attendance. Identifying barriers that may prevent students from regularly attending school. We

conducted School Attendance Review Team (SART) meetings and developed attendance plans for students. When needed, we did referrals to the School Attendance Review Board (SARB). There still is a need for significant improvement in ensuring that students attend school regularly. Grant Elementary also utilized the Community Schools grant to support attendance initiatives.

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

2023-2024 Goal 2 has been shifted into two Goals to align with ATSI Goals. SPSA Goal 2 is now aligned with Chronic Absenteeism.

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 will use our daily PowerSchool attendance data to follow up with families for students who are absent from school. We will use Unified Insights data to monitor student absences, as a preventative measure from becoming chronically absent. When students are identified as trending chronically absent, our Attendance Huddle Team will develop an individualize plan to support the family with attendance. Students who continue to trend nearly chronic will initiate a School Attendance Review Team (SART) Meeting, and data will be collected regarding the intervention plan put into place. We will monitor Student Attendance Plan data. For students who did not respond to attendance interventions, we will monitor attendance through the School Attendance Review Board (SARB).

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.

Suspension Goal
By the end of the 2027-28 academic year, reduce the number of Suspensions for Students With Disabilities who are suspended at least once to 3.2% or less through targeted interventions, support programs, and community engagement initiatives. This will involve implementing evidence-based strategies (Other Means of Correction, Restorative Practices and PBIS best practices) tailored to address the unique barriers faced by this subgroup, regularly monitoring behavioral data, fostering a collaborative environment among educators, families, and community partners to ensure sustained improvement in suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4- Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.

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 rate of students that have been Suspended at least once have increased as compared to the 2023-2024 school year. Continue to implement Restorative Practices and PBIS 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
CA Dashboard	3.6% of Grant students were Suspended at least once during the 2022-2023 school year. 5.1% of Grant students were Suspended at least once during the 2023-2024 school year.	By Spring of 2028, decrease the number of students Suspended at least once to 3.2% or less.

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	Provide a Behavior Support Aide: -The Behavioral Support Assistant provides specific and intensive support to students with behavioral issues in accordance with comprehensive positive behavioral intervention plans and utilizing effective behavior management strategies; works one-on-one with students or with small groups of students;	ALL	61,506 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries BSA (1043) 2,800

	delivers instructions; participates as a member of the educational team, and helps implement all components of the student's individual program. -Support the site with PBIS and Restorative Practices to support increasing students' Social Emotional well-being and sense of belonging to meet the needs of struggling students. -Provide Other Means of Correction support to students as alternatives to suspension.		Supplemental & Concentration 2000-2999: Classified Personnel Salaries BSA (1043 overallocated to TI - need to move some)
3.2	Increase school climate through Positive Behavior Interventions & Supports (PBIS) and Restorative Practice implementation: -Continue and enhance PBIS as well as receive training in Restorative Practices and engagement strategies for staff. -Provide school wide assemblies and awards programs for increased student engagement and behavior. -Provide school supplies and materials that align with PBIS practices. -Provide student clubs based on student interests with materials and supplies. -Provide awards for behavioral progress.	ALL	3,837 Title I 4000-4999: Books And Supplies PBIS and Restorative Practices supports
3.3	Provide Additional Behavior Support Aide: -The Behavioral Support Assistant provides specific and intensive support to students with behavioral issues in accordance with comprehensive positive behavioral intervention plans and utilizing effective behavior management strategies; works one-on-one with students or with small groups of students; delivers instructions; participates as a member of the educational team, and helps implement all components of the student's individual program. -Support the site with PBIS and Restorative Practices to support increasing students' Social Emotional well-being and sense of belonging to meet the needs of struggling students. -Provide Other Means of Correction support to students as alternatives to suspension.	ALL	60,648 Title I 2000-2999: Classified Personnel Salaries BSA (new)

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.

We saw the suspension rates increase this school year as compared to last school year. This highlights that while there is some progress, significant improvement is still needed. Grant Elementary has utilized the Community Schools grant to support with the MTSS model and student supports.

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

2023-2024 Goal 2 has been shifted into two Goals to align with ATSI Goals. SPSA Goal 3 has been created to align with reduce Suspension rates.

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 will utilize the Universal Screener data that is administered three times throughout the school year to identify students who would benefit from additional supports with social/emotional development. We will utilize Behavior Tracking Form data to identify students who would benefit from additional interventions. The MTSS Team will review referrals and monitor student outcomes.

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	$227,564.00
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 ($)
Title I	$102,913.00
Title I Part A: Allocation	$119,411.00
Title I Part A: Parent Involvement	$2,440.00

Subtotal of additional federal funds included for this school: $224,764.00

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 ($)
Supplemental & Concentration	$2,800.00

Subtotal of state or local funds included for this school: $2,800.00

Total of federal, state, and/or local funds for this school: $227,564.00

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

Expenditures by Funding Source

Funding Source	Amount
Supplemental & Concentration	2,800.00
Title I	102,913.00
Title I Part A: Allocation	119,411.00
Title I Part A: Parent Involvement	2,440.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,259.00
2000-2999: Classified Personnel Salaries	138,753.00
4000-4999: Books And Supplies	13,952.00
5000-5999: Services And Other Operating Expenditures	12,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	2,800.00
1000-1999: Certificated Personnel Salaries	Title I	4,354.00
2000-2999: Classified Personnel Salaries	Title I	74,447.00
4000-4999: Books And Supplies	Title I	11,512.00
5000-5999: Services And Other Operating Expenditures	Title I	12,600.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	57,905.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	61,506.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,440.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,433.00
Goal 2	17,340.00
Goal 3	128,791.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Rachel Brakeman	Principal
Mike Larson	Classroom Teacher
Emmett Bishop	Classroom Teacher
Diana Fuentes-Zittel	Other School Staff
Derek Glavich	Parent or Community Member
Emma Arnold	Parent or Community Member
Nick Smithler	Parent or Community Member
Patty Merideth	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 April 2, 2025.

Attested:

	Principal, Rachel Brakeman-Arnold on 4/2/2025
	SSC Chairperson, Derek Glavich on 4/2/2025

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 (Se*ctions: 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/

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