School Year: **2026-27**

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	March 30, 2026	

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.

Grant's English Language Advisory Committee (ELAC) met to review 2024-2025 CAASPP, ELPAC data, and site-based data throughout the year. On March 19, 2026, stakeholders from the ELAC reviewed and discussed Grant's academic and school climate, and input was elicited for the 2026-27 Schoolwide Plan for Student Achievement (SPSA). At this meeting on March 19, 2026, the School Principal provided a draft of site goals and input gathered from stakeholders.
Grant's School Site Council (SSC) met to review 2024-2025 CAASPP, ELPAC data, and site-based data throughout the year. On March 30, 2026, stakeholders from the School Site Council reviewed and discussed Grant's academic and school climate, and input was elicited for the 2026-27 Schoolwide Plan for Student Achievement (SPSA). At this meeting on March 30, 2026, the School Principal provided a draft of site goals and input gathered from stakeholders.

We have created our goals based on our school's needs, which include goals for academic progress in reading and mathematics. We also have goals focused on improving attendance and reducing suspensions to help support students socially, emotionally, and behaviorally.
These goals will address the needs of the whole child and are aligned with the District's LCAP goals, which include:
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 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.
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.
LCAP Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.

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 English Language Advisory Committee (ELAC) met to review 2024-2025 CAASPP, ELPAC data, and site-based data throughout the year. On March 19, 2026, stakeholders from the ELAC reviewed and discussed Grant's academic and school climate, and input was elicited for the 2026-27 Schoolwide Plan for Student Achievement (SPSA). At this meeting on March 19, 2026, the School Principal provided a draft of site goals and input gathered from stakeholders.

Grant's School Site Council (SSC) met to review 2024-2025 CAASPP, ELPAC data, and site-based data throughout the year. On March 30, 2026, stakeholders from the School Site Council reviewed and discussed Grant's academic and school climate, and input was elicited for the 2026-27 Schoolwide Plan for Student Achievement (SPSA). At this meeting on March 30, 2026, the School Principal provided a draft of site goals and input gathered from stakeholders.

There were no changes to the goals from the 2025-26 SPSA to the 2026-27 SPSA, as Goals 2 and 3 were written for progress monitoring as part of ATSI. Input from these stakeholder groups will be used to draft the budget expenditures.

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 successfully exited Additional Targeted Support and Improvement (ATSI) in the 2025-26 school year for chronic absenteeism and suspension rates, but remains in a monitoring status to ensure continued progress. Previously, targeted interventions under the Every Student Succeeds Act (ESSA) were implemented to address high rates of chronic absenteeism within our Asian and Students with Disabilities subgroups, as well as disproportionate suspension rates for Students with Disabilities. While we have made significant improvements to exit ATSI, we will continue to closely monitor and support these specific subgroups to ensure sustained progress. Grant Elementary School will continue to implement and refine our school-level plan to improve student outcomes. During this monitoring phase, our goal is to maintain focused support and resources, utilizing strategies that effectively address and reduce both chronic absenteeism and suspensions, thereby improving overall student engagement, school climate, and academic achievement. Grant Elementary School will maintain its commitment to evidence-based interventions, regular monitoring, and ongoing evaluation of our 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, a decrease 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.

2024-25 Progress Data:
According to the California Dashboard data from the 2025 school year, 11.1% of Asian students were chronically absent, an decrease of 4% from the previous year. Grant Elementary continues to meet our short-term goal by reducing chronic absenteeism rates for this demographic during our second year of implementation. Grant Elementary remains in a monitoring status while we continue to provide ongoing support and monitoring for this subgroup around chronic absenteeism to meet our projected goal of 10.1% or less of Asian students to be chronically absent.
According to the California Dashboard data from the 2025 school year, 31.7% of Students with Disabilities were chronically absent. This represents a significant decline of 10.4% from the previous year. With this remarkable single-year improvement, we have significantly exceeded our short-term goal of a 3%-4% annual reduction. Furthermore, by reaching a rate of 31.7%, we have already successfully met our long-term goal for Students with Disabilities ahead of schedule. As a result of this substantial progress, Grant Elementary is no longer in ATSI for Students with Disabilities regarding chronic absenteeism rates. However, to ensure these positive trends continue and to prevent any regression, we will remain in a monitoring status and continue to implement our comprehensive attendance plan with ongoing support and resources with a goal of continued reduction of 3-4%.

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 successfully exited Additional Targeted Support and Improvement (ATSI) for suspension rates, but remains in a monitoring status to ensure continued progress. Previously, targeted interventions mandated by the Every Student Succeeds Act (ESSA) were implemented to address high suspension rates, specifically targeting our Students with Disabilities subgroup. While we have made significant improvements to exit ATSI, we will continue to closely monitor and support this subgroup to ensure sustained progress. Grant Elementary School will continue to implement and refine our school-level plan to improve student outcomes. During this monitoring phase, our goal is to maintain focused support and resources, utilizing strategies that effectively address and reduce suspensions, thereby improving overall student engagement, school climate, and academic outcomes. Grant Elementary School will maintain its commitment to evidence-based interventions, regular monitoring, and ongoing evaluation of our 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.

2024-25 Data:
According to the California Dashboard data from the 2025 school year, 3.1% of Students with Disabilities were suspended at least one day. This represents a significant decline of 7.2% from the previous year. With this remarkable improvement, we have significantly exceeded our short-term goal of a 3%-4% annual reduction. Furthermore, by reaching a rate of 3.1%, we have already successfully met and surpassed our long-term goal of 3.2% or less for Students with Disabilities well ahead of schedule. As a result of this substantial progress, Grant Elementary is no longer in ATSI for Students with Disabilities regarding suspension rates. However, to ensure these positive trends continue and to prevent any regression, we will remain in a monitoring status and continue to implement our comprehensive behavioral support plan with ongoing support and resources.

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.

According to the 2024-25 California School Dashboard data, Grant Elementary did not have any state indicators for which overall performance fell into the 'Red' or 'Orange' performance categories. This demonstrates that our school is maintaining a solid baseline of positive performance and progress across all key measured areas, including academic achievement, chronic absenteeism, and suspension rates at the schoolwide level.

According to the most recent California School Dashboard data, the EL Progress indicator received "No Performance Color".

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.

Referring to the most recent California School Dashboard data, Grant Elementary did not have any state indicator for which performance for any student group was two or more performance levels below the 'All Students' performance level. While we will continue to monitor all subgroups closely to ensure equitable outcomes, our current data indicates that performance gaps between our overall student population and specific subgroups do not meet the state's threshold for significant disparities across our key indicators.

Other Needs

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

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 and SchoolStatus Attend 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 individualized 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). By systematically analyzing this data, we can accurately measure pupil outcomes by evaluating the effectiveness of our attendance interventions and observing the direct impact of increased attendance on overall student engagement and academic achievement.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	3.30%	2.52%	2.64%	9	7	7
African American	%	1.44%	2.26%		4	6
Asian	10.99%	12.95%	11.70%	30	36	31
Hispanic/Latino	27.47%	30.22%	28.68%	75	84	76
Pacific Islander	2.20%	2.88%	1.89%	6	8	5
White	43.22%	37.41%	42.64%	118	104	113
Multiple/No Response	12.09%	12.23%	10.19%	33	34	27
			Total Enrollment	273	278	265

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		29	33
Kindergarten	48	49	37
Grade 1	27	49	40
Grade 2	52	27	44
Grade3	44	49	27
Grade 4	31	47	43
Grade 5	52	28	41
Total Enrollment	273	278	265

Conclusions based on this data:

1. Grant's enrollment has increased by 12.55% from 2022-23 to 2024-25.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	45	40	34	15.4%	16.5%	12.8%
Fluent English Proficient (FEP)	9	16	15	3.2%	3.3%	5.7%
Reclassified Fluent English Proficient (RFEP)	0	4		1.2%	0.0%	

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27	48	48	25	46	48	25	46	48	92.6	95.8	100
Grade 4	48	28	44	45	28	44	45	28	44	93.8	100	100
Grade 5	32	47	30	31	45	30	31	45	30	96.9	95.7	100
All Grades	107	123	122	101	119	122	101	119	122	94.4	96.7	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2391.	2374.	2419.	16.00	8.70	12.50	24.00	17.39	31.25	16.00	28.26	31.25	44.00	45.65	25.00
Grade 4	2403.	2427.	2422.	6.67	10.71	15.91	17.78	17.86	11.36	17.78	25.00	20.45	57.78	46.43	52.27
Grade 5	2482.	2435.	2445.	16.13	11.11	13.33	25.81	15.56	20.00	22.58	24.44	13.33	35.48	48.89	53.33
All Grades	N/A	N/A	N/A	11.88	10.08	13.93	21.78	16.81	21.31	18.81	26.05	22.95	47.52	47.06	41.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	4.35	10.42	*	78.26	68.75	*	17.39	20.83
Grade 4	11.11	*	4.55	60.00	*	61.36	28.89	*	34.09
Grade 5	16.13	13.33	10.00	54.84	55.56	50.00	29.03	31.11	40.00
All Grades	11.88	8.40	8.20	56.44	65.55	61.48	31.68	26.05	30.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	6.67	10.42	*	55.56	70.83	*	37.78	18.75
Grade 4	2.22	*	9.09	42.22	*	45.45	55.56	*	45.45
Grade 5	9.68	6.67	6.67	64.52	48.89	40.00	25.81	44.44	53.33
All Grades	4.95	6.78	9.02	53.47	53.39	54.10	41.58	39.83	36.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	8.89	6.25	*	64.44	70.83	*	26.67	22.92
Grade 4	4.44	*	4.55	73.33	*	68.18	22.22	*	27.27
Grade 5	16.13	8.89	6.67	67.74	66.67	73.33	16.13	24.44	20.00
All Grades	9.90	9.32	5.74	73.27	66.10	70.49	16.83	24.58	23.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	15.22	18.75	*	50.00	72.92	*	34.78	8.33
Grade 4	2.22	*	15.91	66.67	*	61.36	31.11	*	22.73
Grade 5	16.13	2.22	13.33	64.52	66.67	56.67	19.35	31.11	30.00
All Grades	7.92	9.24	16.39	68.32	61.34	64.75	23.76	29.41	18.85

Conclusions based on this data:

1. Overall the percentage of students that met or exceeded the standard in ELA has increased.
2. Collaboration around pacing and instructional practice shall continue in the 2026-27 school year.
3. Continued professional development around adopted ELA curriculum TK-5 will continue to 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27	48	48	24	47	48	24	47	48	88.9	97.9	100
Grade 4	48	28	44	45	28	44	45	28	44	93.8	100	100
Grade 5	32	47	30	31	45	30	31	45	30	96.9	95.7	100
All Grades	107	123	122	100	120	122	100	120	122	93.5	97.6	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2398.	2372.	2424.	12.50	4.26	16.67	29.17	14.89	29.17	8.33	29.79	31.25	50.00	51.06	22.92
Grade 4	2424.	2438.	2421.	4.44	3.57	4.55	13.33	17.86	22.73	37.78	53.57	29.55	44.44	25.00	43.18
Grade 5	2470.	2448.	2454.	16.13	8.89	3.33	12.90	15.56	23.33	25.81	26.67	26.67	45.16	48.89	46.67
Grade 11															
All Grades	N/A	N/A	N/A	10.00	5.83	9.02	17.00	15.83	25.41	27.00	34.17	29.51	46.00	44.17	36.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	6.38	20.83	*	36.17	45.83	*	57.45	33.33
Grade 4	6.67	*	9.09	37.78	*	31.82	55.56	*	59.09
Grade 5	12.90	8.89	0.00	32.26	40.00	56.67	54.84	51.11	43.33
Grade 11									
All Grades	10.00	8.33	11.48	37.00	43.33	43.44	53.00	48.33	45.08

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	8.51	18.75	*	44.68	66.67	*	46.81	14.58
Grade 4	6.67	*	6.82	48.89	*	50.00	44.44	*	43.18
Grade 5	12.90	4.44	6.67	54.84	55.56	40.00	32.26	40.00	53.33
All Grades	13.00	5.00	11.48	46.00	50.83	54.10	41.00	44.17	34.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	2.13	14.58	*	51.06	70.83	*	46.81	14.58
Grade 4	6.67	*	11.36	62.22	*	50.00	31.11	*	38.64
Grade 5	9.68	6.67	13.33	45.16	53.33	56.67	45.16	40.00	30.00
All Grades	8.00	4.17	13.11	59.00	55.83	59.84	33.00	40.00	27.05

Conclusions based on this data:

1. Overall the percentage of students that met or exceeded the standard in Math has increased.
2. Collaboration around pacing and instructional practice shall continue in the 2026-27 school year.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1418.1	*	*	1429.2	*	*	1392.4	*	*	14	9
1	*	*	*	*	*	*	*	*	*	10	*	8
2	*	1460.5	*	*	1458.7	*	*	1462.0	*	8	11	*
3	*	*	*	*	*	*	*	*	*	7	10	10
4	*	*	*	*	*	*	*	*	*	4	5	7
5	*	*	*	*	*	*	*	*	*	8	5	5
All Grades										38	46	41

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	26.32	23.91	24.39	52.63	43.48	41.46	15.79	13.04	14.63	5.26	19.57	19.51	38	46	41

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	44.74	43.48	39.02	39.47	28.26	39.02	15.79	10.87	14.63	0.00	17.39	7.32	38	46	41

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	10.53	15.22	7.32	55.26	36.96	43.90	23.68	26.09	26.83	10.53	21.74	21.95	38	46	41

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.74	34.78	29.27	55.26	47.83	65.85	0.00	17.39	4.88	38	46	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	14.29	*	*	71.43	*	*	14.29	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.26	39.13	65.85	42.11	45.65	21.95	2.63	15.22	12.20	38	46	41

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	7.14	*	*	71.43	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.42	10.87	4.88	63.16	65.22	63.41	18.42	23.91	31.71	38	46	41

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	28.57	*	*	42.86	*	*	28.57	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.74	28.26	21.95	52.63	50.00	56.10	2.63	21.74	21.95	38	46	41

Conclusions based on this data:

1. Overall the percentage of students that made progress has slightly 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 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
278	**68.7%**	**14.4%**	**1.1%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	14.4%
Foster Youth	3	1.1%
Homeless	18	6.5%
Socioeconomically Disadvantaged	191	68.7%
Students with Disabilities	51	18.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.4%
American Indian	7	2.5%
Asian	36	12.9%
Filipino	0	0.0%
Hispanic	84	30.2%
Two or More Races	34	12.2%
Pacific Islander	8	2.9%
White	104	37.4%

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 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rate decreased 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. Teachers will continue to provide What I Need "WIN" Time to support learners by providing targeted ELA and Math instruction.

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 2025 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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	
34.4 points below standard	52 points below standard	
Increased 19.7 points	Increased 22 points	
118 Students	25 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.1 points below standard
2 Students	8 Students	Increased 24.3 points
		101 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
91.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 25 points	2 Students	1 Student
18 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
54.2 points below standard	0 Students	52.7 points below standard
Increased 35.4 points		Increased 22.8 points
15 Students		38 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
22.7 points below standard	Fewer than 11 students - No Data for Privacy	19.9 points below standard
Increased 34.4 points	3 Students	Increased 9.9 points
15 Students		44 Students

Conclusions based on this data:

1. Overall all students increased by 19.7 points from the prior year.
2. English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, and Two or More Races subgroups showed a significant increase from the prior year.
3. Teachers will support learners 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 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	
42.1 points below standard	53.6 points below standard	
Increased 18.2 points	Increased 18.1 points	
119 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.6 points below standard
2 Students	8 Students	Increased 23.1 points
		101 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
115.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 16.7 points	3 Students	1 Student
18 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
56.3 points below standard	0 Students	49 points below standard
Increased 19.8 points		Increased 21.4 points
15 Students		38 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
58.6 points below standard	Fewer than 11 students - No Data for Privacy	25.8 points below standard
Increased 23.3 points	3 Students	Increased 24.5 points
15 Students		44 Students

Conclusions based on this data:

1. Overall All Students scores increased by 18.2 points as compared to the prior year.
2. English Learners, Socioeconomically Disadvantaged, Student with Disabilities, Asian, Hispanic, Two or More Races, and White subgroups showed a significant increase from the prior year.
3. There will be targeted instruction in K-5 through What I Need Time for Mathematics. Teachers will support learners 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.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
48.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -0.2 points	7 Students	
27 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	45.1 science points
	0 Students	Declined 2.1 points
		21 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. All Students Maintained from the prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
41.4 making progress.	making progress.
Number Students: 29 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.

2025 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
24.1%	34.5%	6.9%	34.5%

Conclusions based on this data:

1. 34.5% of our English Learner students progressed at least one ELPI level, and 6.9% maintained an ELPI Level 4, indicating that 41.4% of our EL population is making positive progress toward reclassification.
2. 34.5% of students maintained ELPI levels 1 through 3H without advancing, and 24.1% decreased by one ELPI level. This indicates that while some of our ELs are succeeding, a significant portion of our learners require targeted interventions to prevent stagnation.
3. Continued support for English Learners is needed through Designated ELD instruction. Continued professional development around Integrated ELD instruction for English Learners is needed.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	
24.5% Chronically Absent	15.2% Chronically Absent	
Declined 4.9	Declined 5.9	
294 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	24.8% Chronically Absent
3 Students	Declined 12.5	Declined 8.9
	28 Students	246 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
31.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 10.4	5 Students	8 Students
60 Students		

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
11.1% Chronically Absent	0 Students	27.8% Chronically Absent
Declined 4		Declined 2.1
36 Students		90 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
23.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	25.9% Chronically Absent
Declined 17.5	9 Students	Declined 4.1
38 Students		108 Students

Conclusions based on this data:

1. Grant's chronic absenteeism rate declined by 4.9% as compared to the previous year.
2. Long-term and short-term goals have been established to support learners that encounter barriers that impacts regular attendance have shown to be successful.
3. Homeless, Socioeconomically Disadvantaged, Student with Disabilities, and Two or More Races subgroups declined significantly as compared to the prior year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Blue	
1.9% suspended at least one day	0% suspended at least one day	
Declined 3.2%	Declined 1.9%	
317 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Blue	Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.5% suspended at least one day
3 Students	Declined 7.5%	Declined 4.3%
	31 Students	264 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
3.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.2%	5 Students	9 Students
64 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	0 Students	1% suspended at least one day
Declined 2.8%		Declined 3.2%
38 Students		96 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.4% suspended at least one day
Declined 5.7%	9 Students	Declined 3.2%
43 Students		117 Students

Conclusions based on this data:

1. The suspension rate decreased 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. 2024-25 results indicated that a 19.7% increase in student ELA performance than in the previous year; however we want to continue to see an increase in the percent of students that Meet or Exceed Standard. There are subgroups that saw improvements in the ELA scores, however have a lower score compared to "All Students": All Students 34.4 points below standard, Hispanic 52.7 points below standard, Socioeconomically Disadvantaged 44.1 points below standard, Asian 54.2 points below standard, English Learner 52 points below standard, and Students with Disabilities 91.5 points below standard.

This plan is written to reflect the data that was collected in 2023-2024 school year. 2024-2025 results indicated that a 18.2% increase in student Mathematics performance than in the previous year; however we want to continue to see an increase in the percent of students that Meet or Exceed Standard. There are subgroups that saw improvements in the Math scores, however have a lower score compared to "All Students": All Students 42.1 points below standard, Hispanic 49 points below standard, Socioeconomically Disadvantaged 49.6 points below standard, Asian 56.3 points below standard, English Learner 53.6 points below standard, Two or More Races 58.6 points below standard, and Students with Disabilities 115.7 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. In 2024-2025 ELA CAASPP scores were 34.4 points below standard.	Our expected outcome is to increase our overall ELA Distance from Standard by at least 29.4 points (moving from -34.4 to -5.0 or higher). This will elevate our status from 'Low' to 'Medium' while maintaining an 'Increased Significantly' growth rate, resulting in a Green performance level on the CA Dashboard by the Spring of 2026.
CAASPP Math	In 2022-2023 Math CAASPP scores were 51.8 points below standard.	Our expected outcome is to increase our overall Math Distance from

	In 2023-2024 Math CAASPP scores were 60.4 points below standard. In 2024-2025 Math CAASPP scores were 42.1 points below standard.	Standard by at least 17.1 points (moving from -42.1 to -25.0 or higher). This will elevate our status from 'Low' to 'Medium' while securing an 'Increased Significantly' growth rate, resulting in a Green performance level on the CA Dashboard for All Students and our student subgroups by the Spring of 2026.
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. In 2024-2025 mClass End of Year Composite Score 27% of students scored Above Benchmark, 22% of students scored At Benchmark, 16% of students scored Below Benchmark, and 35% of students scored Well Below Benchmark.	By the end of the 2026 academic year, the percentage of students scoring 'At' or 'Above' Benchmark on the EOY Composite Reading Assessment will increase by 10%, growing from the current baseline of 49% to 59%.
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. In 2024-2025 IXL End of Year Diagnostic Assessment 18% of students scored Above Grade Level, 50% of students scored On Grade Level, 23% scored Below Grade Level, and 9% scored Far Below Grade Level.	Building on the significant growth achieved in the previous year, our expected outcome for the upcoming academic year is to increase the total percentage of students scoring 'On Grade Level' or 'Above Grade Level' on the IXL 2026 End of Year Math Diagnostic by 7% This will move our overall math proficiency baseline from 68% to 75%.

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	Increase student achievement in core academic subjects by providing supplemental instructional materials, targeted intervention resources, and family engagement tools designed to close achievement gaps for at-risk student groups.: -Purchase evidence-based supplemental instructional materials and intervention resources to accelerate academic growth for targeted subgroups. Provide supplemental instructional manipulatives and differentiated resources specifically designed to facilitate targeted What I Need (WIN) intervention blocks. Procure take-home educational resources (consumables and manipulatives) to promote parent/family engagement and extend ELA, Math,	ALL	24667 Title I 4000-4999: Books And Supplies Materials and supplies

	and Social-Emotional learning support into the home. -Purchase supplemental instructional materials, supplies, and interactive resources dedicated specifically to targeted intervention groups and growth mindset activities. -Provide nominal academic incentives to recognize and motivate student growth, attendance, and progress in core academic interventions.		
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	46,239 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 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.	ALL	2,000 Title I 1000-1999: Certificated Personnel Salaries Extra hours for professional development or sub coverage
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	500 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 .	ALL	4,000 Title I 5000-5999: Services And Other Operating Expenditures Professional development

	-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.		
1.6	Provide supplemental printing and laminating services to support targeted academic interventions, English Language Learner access, and categorical family engagement: -Supplemental Intervention Materials: Print and laminate differentiated learning materials, reusable task cards, targeted manipulative resources specifically designed for at-risk students during intervention blocks, etc. (e.g., WIN time). -Support for Diverse Learning Needs: Produce and preserve specialized, instructional materials, including large-print resources and bilingual translations, to ensure equitable and repeated access to supplemental programs for English Language Learners and targeted subgroups. -Targeted Family & Community Engagement: Print specialized communication materials—such as translated flyers, parent education workshop agendas, and programmatic newsletters—to promote family involvement in supplemental academic programs and meet Title I parent communication mandates.	ALL	6,792 Title I 5000-5999: Services And Other Operating Expenditures Printing Services
1.7	Substitute Release Time for Intervention Planning -Allocate funds to secure substitute teachers to provide release time for general education teachers to participate in targeted Student Study Team (SST) and collaborative data meetings. This dedicated time allows teachers to analyze formative assessment data and collaboratively co-develop individualized, supplemental Tier 2 and Tier 3 intervention plans for at-risk students struggling to meet core academic and social-emotional standards..	ALL	2,000 Title I 1000-1999: Certificated Personnel Salaries
1.8	Supplemental Instructional Aide Hours for Tier 2 Intervention -Fund supplemental instructional aide hours to provide targeted, small-group intervention during ELA and Mathematics blocks. Under the direct supervision of credentialed classroom teachers (LCAP Goal 1), aides will facilitate differentiated guided practice tailored specifically to our highest-needs learners. This supplemental support directly addresses performance gaps identified in our local data by providing immediate, Tier 2 scaffolding for students scoring "Below/Far Below Grade Level" on IXL Math and in the highest-risk tiers on reading assessments, ensuring at-risk students can successfully access grade-level standards.	ALL	20,932 Title I 2000-2999: Classified Personnel Salaries

1.9	Increase Supplemental Instructional Aide Hours for Tier 2 Intervention -Fund supplemental instructional aide hours to provide targeted, small-group intervention during ELA and Mathematics blocks. Under the direct supervision of credentialed classroom teachers (LCAP Goal 1), aides will facilitate differentiated guided practice tailored specifically to our highest-needs learners. This supplemental support directly addresses performance gaps identified in our local data by providing immediate, Tier 2 scaffolding for students scoring "Below/Far Below Grade Level" on IXL Math and in the highest-risk tiers on reading assessments, ensuring at-risk students can successfully access grade-level standards.	ALL	11,746 Title I 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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.

2024-25 results indicated that there was a 19.7% increase in student ELA performance than in the previous year and an increase of 18.2% increase in student Mathematics performance than in 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.

We designated Classroom Aides for What I Need Time for Reading, increasing the number of adults providing targeted reading instruction for K-5th grade.

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.

Provide Teachers with sub release time to participate in Student Study Team Meetings through Goal 1.7
Increase Classroom Aide time to provide additional support during Math and ELA What I Need Time through Goal 1.8.

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.

Overview of Dashboard Performance: A review of the CA Dashboard reveals a continued need to improve student attendance. While Grant has successfully decreased the chronic absenteeism rate by 12.4% over the last two academic years, our current "All Students" rate of 24.9% remains in the "Very High" status tier. Due to our significant year-over-year decline, our overall performance level is currently Yellow.

Performance Gaps: An analysis of our Dashboard indicators reveals significant performance gaps among student subgroups. While our English Learner, Asian, and Socioeconomically Disadvantaged groups mirrored the schoolwide "Yellow" performance, four student groups are currently performing in the Orange category: Students with Disabilities, Hispanic or Latino, White, and Two or More Races. These groups did not decline at the same significant rate as the overall student population, indicating a need for more targeted intervention.

Steps Taken to Address These Areas: To address this "Very High" status and close the performance gaps for our Orange subgroups, our SPSA will focus on targeted attendance interventions. Steps include implementing data-driven attendance monitoring systems, increasing targeted family outreach and engagement specifically for these identified subgroups, and fostering a positive school climate to ensure all students feel connected and supported to attend school daily.

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. 24.9% of Grant Students were chronically absent in the 2024-2025 school year.	Decrease number of chronically absent students to 19.9% 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	Supplemental Extra-Duty Hours for Attendance Intervention Outreach: -Fund extra-duty hours for classified attendance personnel, strictly outside of their regular contracted hours, to conduct supplemental Title I outreach and family engagement for chronically absent students. Duties performed during these additional hours will fall outside standard administrative truancy tracking and focus exclusively on proactive Tier 2 interventions. This includes conducting targeted family phone calls, coordinating supportive School Attendance Review Team (SART) interventions, and connecting at-risk families with community resources to remove barriers to attendance.	ALL	5,755 Title I 2000-2999: Classified Personnel Salaries Staff to facilitate SART, SARB, and attendance support (new or increase 317)
2.2	Multi-Tiered Attendance Campaigns, Interventions, and Student Engagement. Fund a comprehensive, Multi-Tiered System of Supports (MTSS) framework to reduce chronic absenteeism through school-wide engagement campaigns, milestone rewards, and targeted interventions. Funded actions include: -Tier 1 School-Wide Engagement & Culture (Challenges, Assemblies & Celebrations): Implement school-wide attendance challenges, high-engagement assemblies, and experiential milestone celebrations (such as themed school-connectedness events and positive behavior climate activities). This includes purchasing nominal, non-instructional engagement materials required to host these climate events, which focus on improving school connectedness and motivating positive attendance habits. -Tier 2 & 3 Targeted Intervention Support: Procure supplemental resources and communication tools to execute supportive action steps outlined in Student Attendance Review Team (SART) and/or School Attendance Review Board (SARB) and student success plans. -Targeted Communication & Progress Monitoring: Purchase positive-behavior reinforcement postcards to maintain consistent family outreach, alongside specialized attendance-tracking materials (such as student progress folders or visual tracking charts) for at-risk individuals. -Nominal Progress Incentives: Provide low-cost, nominal student recognition tokens (such as attendance charms/tags) to reward incremental attendance growth and celebrate students making measurable progress in their attendance plans. -Student Engagement & Interest-Based Clubs: Fund supplemental materials and resources to establish student-led, interest-based clubs. These clubs are strategically designed to improve school connectedness, foster a sense of belonging, and act as a proactive Tier 1 and Tier 2 attendance	ALL	5,000 Title I 4000-4999: Books And Supplies Supports for students and families

	intervention to incentivize daily school attendance for at-risk student populations.		
2.3	Provide Family Engagement outreach & support. Fund comprehensive parent and family engagement initiatives designed to build capacity and strengthen the school-home academic partnership. Funded actions include: -Parent Academic & Wellness Workshops: Host family information nights, family engagement nights, and mandated English Learner Advisory Committee (ELAC) meetings focused on providing parents with strategies and tools to support their child's ELA, Mathematics, Social-Emotional development, and regular attendance. -Childcare Services for Workshop and Committee Participation: Provide supplemental childcare or student supervision services during parent education events and ELAC meetings to eliminate barriers to family attendance and ensure parents can fully participate in school decision-making forums. -Nutritional Refreshments for Evening Meetings: Provide light refreshments to facilitate family participation during evening workshops and dinner-time committee meetings (such as ELAC), accommodating family schedules and promoting higher engagement from underrepresented subgroups in strict accordance with categorical guidelines. -Home-Learning Instructional Resources: Procure supplemental training materials, educational consumables, and bilingual academic resources for parents to utilize at home to reinforce classroom instruction. -Multilingual Communication & Access: Cover specialized communication expenses—including printing, translation, and interpretation services—to ensure families of English Learners can fully access and engage in all school meetings and forums.	ALL	2,054 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Family Engagement 500 Title I 2000-2999: Classified Personnel Salaries 3,500 Title I 5000-5999: Services And Other Operating Expenditures
2.4	Supplemental Support and Outreach for Homeless and Foster Youth: -Allocate Title I funds (via required Homeless/Foster set-asides) to provide emergency supplemental materials and direct assistance to remove barriers to school attendance and academic success. Funded items will provide immediate access to basic educational necessities, including emergency school supplies, clothing, footwear, and hygiene resources, alongside targeted outreach to ensure housing and school stability for highly vulnerable student groups.	FOSTER YOUTH, HOMELESS YOUTH, SOCIOECONOMICALLLY DISADVANTAGED	1,000 Title I 4000-4999: Books And Supplies
2.5			

Annual Review

SPSA Year Reviewed: 2025-26

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 continued to see an 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. We will continue to use our daily PowerSchool attendance data to follow up with families for students who are absent from school. We will continue to use Unified Insights data to monitor student absences, as a preventative measure from becoming chronically absent. When learners are identified as trending chronically absent, our Attendance Huddle Team will develop an individualized plan to support the family with attendance. Learners 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 continue to monitor Student Attendance Plan data. For learners and/or families who did not respond to attendance interventions, we will monitor attendance through the School Attendance Review Board (SARB).

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

Not Applicable

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

No changes were made.

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.

Overview of Dashboard Performance: A review of our CA Dashboard Suspension indicator shows massive schoolwide success, with our "All Students" suspension rate dropping from 5.1% in 2023-2024 to 1.9% in 2024-2025. This significant decline resulted in a Green performance level overall. Furthermore, we celebrate that zero student subgroups are performing in the Red or Orange tiers, and four subgroups achieved the highest possible Blue tier.

Performance Gaps: While overall data is exceptionally positive, a review of subgroup performance indicates an opportunity for targeted growth. Our Students with Disabilities and White student subgroups currently perform in the Yellow tier. While their suspension rates did decline last year, they remain in the "High" status category (3.1% to 6.0%). Consequently, there is an identified need to continue funding and supporting our successful schoolwide PBIS and restorative practices, while ensuring those tiered behavioral interventions are specifically supporting our Students with Disabilities and White subgroups to bring their suspension rates below 3.0%.

Steps Taken: We will continue to 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. We will continue to build our Tier 2 and 3 systems of support and monitor their implementation.

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. 1.9% of Grant students were Suspended at least once during the 2024-2025 school year.	Decrease the suspension rate for these specific subgroups by at least 1.0 percentage point (or drop below 3.0% overall) to reach a Green performance level on the CA Dashboard.

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; 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	22,154 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries BSA (1043) 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, behavior, and bully prevention. -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	5,000 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	ALL	46,303 Title I 2000-2999: Classified Personnel Salaries BSA

	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.		

Annual Review

SPSA Year Reviewed: 2025-26

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 decrease 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.

While we did hire an additional Behavior Support Aide, this position did go vacant for a short period, while a new additional Behavior Support Aide was hired. This impeded our Tier 2 and 3 interventions being implemented as planned.

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

No changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$210,142.00
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	$139,695.00
Title I Part A: Allocation	$68,393.00
Title I Part A: Parent Involvement	$2,054.00

Subtotal of additional federal funds included for this school: $210,142.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $210,142.00

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
Title I	139,695.00
Title I Part A: Allocation	68,393.00
Title I Part A: Parent Involvement	2,054.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,239.00
2000-2999: Classified Personnel Salaries	107,890.00
4000-4999: Books And Supplies	37,721.00
5000-5999: Services And Other Operating Expenditures	14,292.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	85,736.00
4000-4999: Books And Supplies	Title I	35,667.00
5000-5999: Services And Other Operating Expenditures	Title I	14,292.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	46,239.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,154.00

4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,054.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,876.00
Goal 2	17,809.00
Goal 3	73,457.00

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
Emily Kinder	Classroom Teacher
Diana Fuentes-Zittel	Other School Staff
Nick Smithler	Parent or Community Member
Emma Arnold	Parent or Community Member
Sayde Mendez	Parent or Community Member
Sadie Nielsen	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 March 30, 2026.

Attested:

	Principal, Rachel Brakeman-Arnold on 3/30/2026
	SSC Chairperson, Nick Smithler on 3/30/2026

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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