



## School Plan for Student Achievement (SPSA)

| School Name    |            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------|------------|-----------------------------------|----------------------------------------|---------------------------|
| Grayson School | Elementary | 50712176052922                    | March 30, 2026                         | June 1, 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 Grayson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

# Table of Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| SPSA Title Page .....                                     | 1  |
| Table of Contents.....                                    | 3  |
| Plan Description.....                                     | 4  |
| Educational Partner Involvement .....                     | 4  |
| Comprehensive Needs Assessment Components .....           | 5  |
| California School Dashboard (Dashboard) Indicators.....   | 5  |
| Other Needs .....                                         | 5  |
| School and Student Performance Data .....                 | 6  |
| Student Enrollment.....                                   | 6  |
| CAASPP Results.....                                       | 8  |
| ELPAC Results .....                                       | 13 |
| Student Population.....                                   | 17 |
| Overall Performance .....                                 | 19 |
| Academic Performance .....                                | 21 |
| Academic Engagement .....                                 | 28 |
| Conditions & Climate.....                                 | 30 |
| Goals, Strategies, & Proposed Expenditures.....           | 32 |
| Goal 1.....                                               | 32 |
| Goal 2.....                                               | 36 |
| Goal 3.....                                               | 39 |
| Goal 4.....                                               | 41 |
| Goal 5.....                                               | 44 |
| Budget Summary .....                                      | 47 |
| Budget Summary .....                                      | 47 |
| Other Federal, State, and Local Funds .....               | 47 |
| Budgeted Funds and Expenditures in this Plan .....        | 48 |
| Funds Budgeted to the School by Funding Source.....       | 48 |
| Expenditures by Funding Source .....                      | 48 |
| Expenditures by Budget Reference .....                    | 48 |
| Expenditures by Budget Reference and Funding Source ..... | 48 |
| Expenditures by Goal.....                                 | 49 |
| School Site Council Membership .....                      | 50 |
| Recommendations and Assurances .....                      | 51 |

# Plan Description

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

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

## Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs with the flexibility to design programs and provide services that meet the needs of students to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

In reviewing the budget, Grayson Elementary educational partners determined a greater emphasis shall be placed on developing the collective efficacy of teachers with a focus on equity for all students through the structure of a Multi-tiered System of Support. This will be supported through coaching and professional development, with an emphasis on literacy and effective Tier 1 instruction and support gaps with Tier 2 & 3 interventions.

# Educational Partner Involvement

How, when, and with whom did Grayson 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

Grayson Elementary School engages the school's School Site Council (SSC), English Language Advisory Committee (ELAC), PBIS team, staff, and input collected from parent and student surveys for feedback on the Single Plan for Student Achievement (SPSA) and Annual Review Update. Throughout the 2025/2026 school year, staff collaborated regularly to analyze school/student data and provide feedback as part of the planning process for this SPSA, such as during monthly Faculty meetings, weekly staff collaboration meetings (PLT), monthly Grade Level meetings, and monthly Leadership meetings. In addition, this data and staff input were shared with families and community members during regularly scheduled ELAC and SSC meetings. Feedback was solicited from these groups and utilized as part of the planning process. PJUSD Educational Services provided consultation and support throughout this process. Data reviewed by all educational partners included student academic performance data, such as CAASPP scores, iReady Reading and Mathematics scores, attendance rates, and more. All feedback was reviewed by the SSC members and considered during the planning and writing process for the SPSA.

SPSA Engagement Meetings included:

SSC: 02/24/2026 & 03/30/2026

ELAC: 02/06/2026

Leadership: 02/23/2026 & 03/16/2026

# 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.

In the 2025/2026 school year, Grayson Elementary School's performance was classified as low orange English Language Arts (ELA), yellow in Mathematics (Math), and green in English Learner Progress. Specifically, Grayson Elementary performed 85.8 points below the standard in ELA, representing an increase of 3.2 points from the previous year. In Mathematics, the school performed 82.1 points below the standard, a growth of 17.5 of points from the 2024/25 school year. Furthermore, the English Learner Progress rate at Grayson was 47.6%, reflecting an increase of 20.1% compared to the prior year.

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.

Disaggregated data from specific student groups further reveals significant areas for improvement. Hispanic students performed 85.8 points below the standard in ELA, a 3.2 point increase from the previous year, and 82.4 points below the standard in Math, with a 17.2 point increase. English Learner (EL) students scored 89.6 points below the standard in ELA, a 13.7 point increase, and 86.9 points below the standard in Math, reflecting a 20.7-point increase. Socioeconomically Disadvantaged (SED) students performed 86 points below the standard in ELA, a 3.7-point increase from the prior year, and 83.7 points below the standard in Math, a decrease of 17.1 points.

## Other Needs

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

Based on this analysis, Grayson Elementary staff and educational partners have identified key areas requiring substantial improvement: ELA, Math, and English Learner Progress. To address these challenges and reduce achievement gaps, the School Plan for Student Achievement (SPSA) will focus on improving Tier I instruction, integrating academic language development, and expanding Tier II intervention programs. Data on the reading and writing performance of English learners emphasizes the need for a more comprehensive and integrated English Language Development (ELD) program. Given that reading is the area of greatest concern in ELA, there is a need for more responsive and effective literacy instruction, beginning in Kindergarten and First grade.

### Additional Needs

In addition to the Dashboard data, Grayson Elementary staff and educational partners also reviewed locally collected data, including the iReady English Language Arts and Mathematics assessments, to further assess student outcomes. Through the analysis of this data, it was determined that Grayson Elementary will continue to focus on strengthening students' foundational literacy skills by enhancing Tier II interventions and providing coaching to improve Tier I instruction in phonics and phonemic awareness. Based on these insights, a comprehensive change plan will be implemented to improve student performance on standardized assessments. Grayson staff will have professional development and coaching for first instruction and interventions.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Grayson 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 |
| African American               | 0.38%                 | 0.38%  | 0.38%  | 1                  | 1     | 1     |
| Hispanic/Latino                | 98.46%                | 97.37% | 96.17% | 256                | 259   | 251   |
| White                          | 0.77%                 | 1.13%  | 1.92%  | 2                  | 3     | 5     |
| Multiple/No Response           | 0.38%                 | 0.75%  | 0.77%  | 1                  | 2     | 2     |
| Total Enrollment               |                       |        |        | 260                | 266   | 261   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Kindergarten                      | 30                 | 27    | 27    |
| Grade 1                           | 48                 | 48    | 48    |
| Grade 2                           | 35                 | 34    | 33    |
| Grade3                            | 32                 | 47    | 46    |
| Grade 4                           | 41                 | 37    | 37    |
| Grade 5                           | 37                 | 33    | 33    |
| Grade 6                           | 37                 | 37    | 37    |
| Total Enrollment                  | 260                | 263   | 261   |

#### Conclusions based on this data:

1. Enrollment has stayed between 260-270 within the last three years.
2. Grayson Elementary student population has had an average of 97-98% Hispanic/Latino in the last three years.
3. 74.6% of Grayson Elementary students are English Language Learners.

# 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                              | 194                | 202   | 188   | 78.9%               | 74.6% | 72.0% |
| Fluent English Proficient (FEP)               | 34                 | 26    | 31    | 9.4%                | 13.1% | 11.9% |
| Reclassified Fluent English Proficient (RFEP) | 11                 | 8     | 11    |                     | 6.3   |       |

### Conclusions based on this data:

1. English Learners make up the majority of the student population at 75.9%.
2. The percentage of students identified as Fluent English Proficient decreased from 13.1% in the 2023–24 school year to 9.8%.
3. The reclassification rate remains relatively low, with an average of 3.9%.

# 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                                | 42                     | 32    | 37    | 41                   | 32    | 36    | 41                        | 32    | 36    | 97.6                          | 100   | 97.3  |
| Grade 4                                | 39                     | 39    | 29    | 35                   | 39    | 29    | 35                        | 39    | 29    | 89.7                          | 100   | 100   |
| Grade 5                                | 36                     | 36    | 38    | 34                   | 36    | 38    | 34                        | 36    | 38    | 94.4                          | 100   | 100   |
| Grade 6                                | 38                     | 36    | 31    | 36                   | 36    | 31    | 36                        | 36    | 31    | 94.7                          | 100   | 100   |
| All Grades                             | 155                    | 143   | 135   | 146                  | 143   | 134   | 146                       | 143   | 134   | 94.2                          | 100   | 99.3  |

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                              | 2321.            | 2318. | 2344. | 4.88                | 6.25  | 5.56  | 2.44           | 0.00  | 13.89 | 14.63                 | 25.00 | 11.11 | 78.05              | 68.75 | 69.44 |
| Grade 4                              | 2416.            | 2338. | 2394. | 17.14               | 2.56  | 10.34 | 11.43          | 5.13  | 13.79 | 20.00                 | 7.69  | 13.79 | 51.43              | 84.62 | 62.07 |
| Grade 5                              | 2440.            | 2402. | 2373. | 5.88                | 5.56  | 2.63  | 26.47          | 5.56  | 10.53 | 20.59                 | 27.78 | 10.53 | 47.06              | 61.11 | 76.32 |
| Grade 6                              | 2473.            | 2441. | 2441. | 5.56                | 5.56  | 6.45  | 22.22          | 16.67 | 19.35 | 33.33                 | 25.00 | 16.13 | 38.89              | 52.78 | 58.06 |
| All Grades                           | N/A              | N/A   | N/A   | 8.22                | 4.90  | 5.97  | 15.07          | 6.99  | 14.18 | 21.92                 | 20.98 | 12.69 | 54.79              | 67.13 | 67.16 |

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                  | 4.88             | 0.00  | 5.56  | 34.15                 | 43.75 | 50.00 | 60.98            | 56.25 | 44.44 |
| Grade 4                                                                                  | 14.29            | 5.13  | 6.9   | 54.29                 | 38.46 | 41.38 | 31.43            | 56.41 | 51.72 |
| Grade 5                                                                                  | 2.94             | 5.56  | 2.63  | 58.82                 | 50.00 | 36.84 | 38.24            | 44.44 | 60.53 |
| Grade 6                                                                                  | 5.56             | 5.56  | 9.68  | 61.11                 | 36.11 | 25.81 | 33.33            | 58.33 | 64.52 |
| All Grades                                                                               | 6.85             | 4.20  | 6.72  | 51.37                 | 41.96 | 41.04 | 41.78            | 53.85 | 52.24 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                         | 4.88             | 0.00  | 5.56  | 29.27                 | 37.50 | 33.33 | 65.85            | 62.50 | 61.11 |
| Grade 4                                                         | 8.57             | 2.56  | 10.34 | 51.43                 | 28.21 | 34.48 | 40.00            | 69.23 | 55.17 |
| Grade 5                                                         | 2.94             | 5.56  | 2.63  | 61.76                 | 30.56 | 31.58 | 35.29            | 63.89 | 65.79 |
| Grade 6                                                         | 5.56             | 5.56  | 0.00  | 52.78                 | 38.89 | 48.39 | 41.67            | 55.56 | 51.61 |
| All Grades                                                      | 5.48             | 3.50  | 4.48  | 47.95                 | 33.57 | 35.82 | 46.58            | 62.94 | 59.70 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                 | 7.32             | 3.13  | 0.00  | 63.41                 | 68.75 | 58.33 | 29.27            | 28.13 | 41.67 |
| Grade 4                                                                 | 2.86             | 5.13  | 6.9   | 62.86                 | 41.03 | 41.38 | 34.29            | 53.85 | 51.72 |
| Grade 5                                                                 | 0.00             | 5.56  | 2.63  | 64.71                 | 55.56 | 55.26 | 35.29            | 38.89 | 42.11 |
| Grade 6                                                                 | 11.11            | 2.78  | 3.23  | 66.67                 | 61.11 | 67.74 | 22.22            | 36.11 | 29.03 |
| All Grades                                                              | 5.48             | 4.20  | 2.24  | 64.38                 | 55.94 | 60.45 | 30.14            | 39.86 | 37.31 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                | 2.44             | 6.25  | 2.78  | 39.02                 | 37.50 | 47.22 | 58.54            | 56.25 | 50.00 |
| Grade 4                                                                                | 5.71             | 2.56  | 10.34 | 74.29                 | 38.46 | 34.48 | 20.00            | 58.97 | 66.67 |
| Grade 5                                                                                | 11.76            | 5.56  | 2.63  | 55.88                 | 47.22 | 42.11 | 32.35            | 47.22 | 55.26 |
| Grade 6                                                                                | 13.89            | 5.56  | 3.23  | 66.67                 | 63.89 | 38.71 | 19.44            | 30.56 | 58.06 |
| All Grades                                                                             | 8.22             | 4.90  | 4.48  | 58.22                 | 46.85 | 44.03 | 33.56            | 48.25 | 51.49 |

**Conclusions based on this data:**

1. Glow:Overall, good participation, although achievement was low and a large majority of students scored in the standards not met range.
2. Grow:In Reading, Listening, Research/Inquiry, less than half of Grayson students are At or Near & Above standard.

3. Equity: Reading is a significant area of need, 52% of students are in the standards not met, representing an area of focus and attention on strategies to ensure equitable outcomes for all students.

# 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.

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| 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                                | 42                     | 32    | 37    | 42                   | 32    | 36    | 42                        | 32    | 36    | 100.0                         | 100   | 97.3  |
| Grade 4                                | 39                     | 39    | 29    | 35                   | 39    | 29    | 35                        | 39    | 29    | 89.7                          | 100   | 100   |
| Grade 5                                | 36                     | 36    | 38    | 34                   | 36    | 38    | 34                        | 36    | 38    | 94.4                          | 100   | 100   |
| Grade 6                                | 38                     | 36    | 31    | 36                   | 36    | 31    | 36                        | 36    | 31    | 94.7                          | 100   | 100   |
| All Grades                             | 155                    | 143   | 135   | 147                  | 143   | 134   | 147                       | 143   | 134   | 94.8                          | 100   | 99.3  |

\* 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                              | 2366.            | 2383. | 2379. | 4.76                | 9.38  | 8.33  | 14.29          | 12.50 | 16.67 | 14.29                 | 31.25 | 16.67 | 66.67              | 46.88 | 58.33 |
| Grade 4                              | 2411.            | 2371. | 2401. | 2.86                | 2.56  | 3.45  | 22.86          | 5.13  | 13.79 | 28.57                 | 15.38 | 24.14 | 45.71              | 76.92 | 58.62 |
| Grade 5                              | 2433.            | 2377. | 2399. | 0.00                | 0.00  | 2.63  | 11.76          | 5.56  | 0.00  | 29.41                 | 11.11 | 21.05 | 58.82              | 83.33 | 76.32 |
| Grade 6                              | 2443.            | 2417. | 2424. | 0.00                | 0.00  | 0.00  | 8.33           | 5.56  | 19.35 | 27.78                 | 25.00 | 19.35 | 63.89              | 69.44 | 61.29 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 2.04                | 2.80  | 3.73  | 14.29          | 6.99  | 11.94 | 24.49                 | 20.28 | 20.15 | 59.18              | 69.93 | 64.18 |

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                  | 7.14             | 9.38  | 11.11 | 35.71                 | 43.75 | 47.22 | 57.14            | 46.88 | 41.67 |
| Grade 4                                                                                  | 2.86             | 0.00  | 3.45  | 57.14                 | 25.64 | 37.21 | 40.00            | 74.36 | 58.62 |
| Grade 5                                                                                  | 2.94             | 0.00  | 0.00  | 50.00                 | 30.56 | 34.21 | 47.06            | 69.44 | 65.79 |
| Grade 6                                                                                  | 0.00             | 0.00  | 3.23  | 38.89                 | 30.56 | 32.26 | 61.11            | 69.44 | 64.52 |
| Grade 11                                                                                 |                  |       |       |                       |       |       |                  |       |       |
| All Grades                                                                               | 3.40             | 2.10  | 4.48  | 44.90                 | 32.17 | 38.06 | 51.70            | 65.73 | 57.46 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                                                                            | 9.52             | 9.38  | 11.11 | 28.57                 | 43.75 | 38.89 | 61.90            | 46.88 | 50.00 |
| Grade 4                                                                                                                                            | 2.86             | 2.56  | 3.45  | 51.43                 | 33.33 | 37.21 | 45.71            | 64.10 | 58.62 |
| Grade 5                                                                                                                                            | 0.00             | 0.00  | 2.63  | 44.12                 | 25.00 | 18.42 | 55.88            | 75.00 | 78.95 |
| Grade 6                                                                                                                                            | 0.00             | 5.56  | 0.00  | 44.44                 | 25.00 | 45.16 | 55.56            | 69.44 | 54.84 |
| All Grades                                                                                                                                         | 3.40             | 4.20  | 5.22  | 41.50                 | 31.47 | 35.07 | 55.10            | 64.34 | 59.70 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                            | 2.38             | 12.50 | 8.33  | 52.38                 | 53.13 | 58.33 | 45.24            | 34.38 | 33.33 |
| Grade 4                                                                                            | 2.86             | 5.13  | 3.45  | 62.86                 | 35.90 | 34.56 | 34.29            | 58.97 | 62.07 |
| Grade 5                                                                                            | 0.00             | 2.78  | 2.63  | 58.82                 | 38.89 | 21.05 | 41.18            | 58.33 | 76.32 |
| Grade 6                                                                                            | 2.78             | 0.00  | 0.00  | 44.44                 | 55.56 | 64.52 | 52.78            | 44.44 | 35.48 |
| All Grades                                                                                         | 2.04             | 4.90  | 2.99  | 54.42                 | 45.45 | 49.25 | 43.54            | 49.65 | 47.76 |

**Conclusions based on this data:**

1. Glow: Overall, good participation all levels, 100% of students were tested, although achievement was low with the majority of the students scoring in the Standard Not Met range.
2. Grow: Communicating Reasoning dropped in the above standards area.
3. Equity: Math is an area that will need support for next year as 57.46% of our students are below standard.

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 |
| <b>K</b>                                                                                     | 1337.6  | 1377.0 | 1330.7 | 1326.9        | 1383.2 | 1335.3 | 1362.2           | 1362.3 | 1319.8 | 34                        | 24    | 35    |
| <b>1</b>                                                                                     | 1418.0  | 1354.9 | 1384.4 | 1407.0        | 1345.1 | 1379.2 | 1428.6           | 1364.4 | 1389.0 | 25                        | 34    | 25    |
| <b>2</b>                                                                                     | 1430.2  | 1428.6 | 1415.2 | 1426.5        | 1433.2 | 1413.1 | 1433.4           | 1423.3 | 1416.9 | 21                        | 23    | 38    |
| <b>3</b>                                                                                     | 1441.8  | 1456.0 | 1457.9 | 1428.4        | 1445.3 | 1454.7 | 1454.8           | 1466.2 | 1460.6 | 33                        | 23    | 26    |
| <b>4</b>                                                                                     | 1514.4  | 1468.4 | 1482.9 | 1505.0        | 1464.3 | 1482.3 | 1523.5           | 1472.0 | 1483.3 | 26                        | 32    | 18    |
| <b>5</b>                                                                                     | 1507.6  | 1483.2 | 1490.0 | 1495.1        | 1466.6 | 1484.8 | 1519.7           | 1499.3 | 1494.5 | 22                        | 25    | 30    |
| <b>6</b>                                                                                     | 1540.1  | 1490.4 | 1514.4 | 1525.9        | 1472.7 | 1506.4 | 1553.9           | 1507.6 | 1521.7 | 14                        | 21    | 19    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 175                       | 182   | 191   |

| Overall Language<br>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 |
| <b>K</b>                                                                              | 11.76   | 4.17  | 0.00  | 5.88    | 25.00 | 14.29 | 26.47   | 33.33 | 20.00 | 55.88   | 37.50 | 65.71 | 34                       | 24    | 35    |
| <b>1</b>                                                                              | 8.00    | 0.00  | 12.00 | 4.00    | 17.65 | 12.00 | 44.00   | 14.71 | 28.00 | 44.00   | 67.65 | 48.00 | 25                       | 34    | 25    |
| <b>2</b>                                                                              | 4.76    | 0.00  | 7.89  | 19.05   | 21.74 | 10.53 | 33.33   | 39.13 | 31.58 | 42.86   | 39.13 | 50.00 | 21                       | 23    | 38    |
| <b>3</b>                                                                              | 0.00    | 17.39 | 3.85  | 15.15   | 4.35  | 23.08 | 36.36   | 34.78 | 34.62 | 48.48   | 43.48 | 38.46 | 33                       | 23    | 26    |
| <b>4</b>                                                                              | 23.08   | 9.38  | 0.00  | 38.46   | 15.63 | 33.33 | 19.23   | 25.00 | 55.56 | 19.23   | 50.00 | 11.11 | 26                       | 32    | 18    |
| <b>5</b>                                                                              | 27.27   | 16.00 | 13.33 | 22.73   | 24.00 | 13.33 | 27.27   | 20.00 | 43.33 | 22.73   | 40.00 | 30.00 | 22                       | 25    | 30    |
| <b>6</b>                                                                              | 28.57   | 0.00  | 26.32 | 57.14   | 42.86 | 36.84 | 7.14    | 19.05 | 5.26  | 7.14    | 38.10 | 31.58 | 14                       | 21    | 19    |
| <b>All Grades</b>                                                                     | 13.14   | 6.59  | 8.38  | 20.00   | 20.88 | 18.32 | 29.14   | 25.82 | 30.89 | 37.71   | 46.70 | 42.41 | 175                      | 182   | 191   |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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                                                                                                | 14.71   | 8.33  | 2.86  | 2.94    | 20.83 | 20.00 | 20.59   | 25.00 | 11.43 | 61.76   | 45.83 | 65.71 | 34                       | 24    | 35    |
| 1                                                                                                | 0.00    | 8.82  | 16.00 | 24.00   | 14.71 | 12.00 | 32.00   | 17.65 | 28.00 | 44.00   | 58.82 | 44.00 | 25                       | 34    | 25    |
| 2                                                                                                | 19.05   | 8.70  | 13.16 | 14.29   | 30.43 | 13.16 | 33.33   | 26.09 | 21.05 | 33.33   | 34.78 | 52.63 | 21                       | 23    | 38    |
| 3                                                                                                | 6.06    | 21.74 | 19.23 | 24.24   | 13.04 | 23.08 | 27.27   | 21.74 | 30.77 | 42.42   | 43.48 | 26.92 | 33                       | 23    | 26    |
| 4                                                                                                | 38.46   | 18.75 | 22.22 | 34.62   | 18.75 | 50.00 | 11.54   | 28.13 | 11.11 | 15.38   | 34.38 | 16.67 | 26                       | 32    | 18    |
| 5                                                                                                | 22.73   | 28.00 | 16.67 | 40.91   | 32.00 | 43.33 | 13.64   | 0.00  | 13.33 | 22.73   | 40.00 | 26.67 | 22                       | 25    | 30    |
| 6                                                                                                | 42.86   | 23.81 | 42.11 | 42.86   | 33.33 | 21.05 | 7.14    | 4.76  | 10.53 | 7.14    | 38.10 | 26.32 | 14                       | 21    | 19    |
| All Grades                                                                                       | 18.29   | 16.48 | 16.75 | 24.00   | 22.53 | 24.61 | 21.71   | 18.13 | 18.32 | 36.00   | 42.86 | 40.31 | 175                      | 182   | 191   |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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                                                                                                   |         | 0.00  | 0.00  |         | 12.50 | 0.00  |         | 58.33 | 54.29 |         | 29.17 | 45.71 |                          | 24    | 35    |
| 1                                                                                                   |         | 0.00  | 4.00  |         | 14.71 | 16.00 |         | 14.71 | 28.00 |         | 70.59 | 52.00 |                          | 34    | 25    |
| 2                                                                                                   |         | 0.00  | 2.63  |         | 4.35  | 13.16 |         | 52.17 | 26.32 |         | 43.48 | 57.89 |                          | 23    | 38    |
| 3                                                                                                   |         | 4.35  | 0.00  |         | 13.04 | 11.54 |         | 34.78 | 38.46 |         | 47.83 | 50.00 |                          | 23    | 26    |
| 4                                                                                                   |         | 0.00  | 0.00  |         | 12.50 | 11.11 |         | 28.13 | 61.11 |         | 59.38 | 27.78 |                          | 32    | 18    |
| 5                                                                                                   |         | 20.00 | 6.67  |         | 12.00 | 6.67  |         | 24.00 | 40.00 |         | 44.00 | 46.67 |                          | 25    | 30    |
| 6                                                                                                   | 21.43   | 0.00  | 5.26  | 35.71   | 9.52  | 31.58 | 28.57   | 42.86 | 36.84 | 14.29   | 47.62 | 26.32 | 14                       | 21    | 19    |
| All Grades                                                                                          | 9.71    | 3.30  | 2.62  | 13.71   | 11.54 | 11.52 | 34.29   | 34.62 | 39.79 | 42.29   | 50.55 | 46.07 | 175                      | 182   | 191   |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| 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                                                                                                     | 14.71          | 4.17  | 2.86  | 29.41               | 62.50 | 54.29 | 55.88     | 33.33 | 42.86 | 34                       | 24    | 35    |
| 1                                                                                                     | 12.00          | 11.76 | 20.00 | 60.00               | 35.29 | 52.00 | 28.00     | 52.94 | 28.00 | 25                       | 34    | 25    |
| 2                                                                                                     | 14.29          | 8.70  | 15.79 | 61.90               | 78.26 | 39.47 | 23.81     | 13.04 | 44.74 | 21                       | 23    | 38    |
| 3                                                                                                     | 6.06           | 21.74 | 12.50 | 54.55               | 47.83 | 58.33 | 39.39     | 30.43 | 29.17 | 33                       | 23    | 24    |
| 4                                                                                                     | 38.46          | 25.00 | 27.78 | 53.85               | 34.38 | 61.11 | 7.69      | 40.63 | 11.11 | 26                       | 32    | 18    |
| 5                                                                                                     | 27.27          | 16.00 | 13.33 | 50.00               | 52.00 | 70.00 | 22.73     | 32.00 | 16.67 | 22                       | 25    | 30    |
| 6                                                                                                     | 35.71          | 14.29 | 15.79 | 57.14               | 47.62 | 57.89 | 7.14      | 38.10 | 26.32 | 14                       | 21    | 19    |
| All Grades                                                                                            | 19.43          | 14.84 | 14.29 | 50.86               | 49.45 | 55.03 | 29.71     | 35.71 | 30.69 | 175                      | 182   | 189   |

| Speaking Domain<br>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                                                                                      | 11.76          | 16.67 | 11.76 | 23.53               | 25.00 | 17.65 | 64.71     | 58.33 | 70.59 | 34                       | 24    | 34    |
| 1                                                                                      | 8.00           | 5.88  | 12.00 | 40.00               | 32.35 | 44.00 | 52.00     | 61.76 | 44.00 | 25                       | 34    | 25    |
| 2                                                                                      | 14.29          | 13.04 | 10.53 | 52.38               | 52.17 | 36.84 | 33.33     | 34.78 | 52.63 | 21                       | 23    | 38    |
| 3                                                                                      | 6.06           | 17.39 | 26.92 | 42.42               | 34.78 | 38.46 | 51.52     | 47.83 | 34.62 | 33                       | 23    | 26    |
| 4                                                                                      | 34.62          | 18.75 | 23.53 | 46.15               | 43.75 | 52.94 | 19.23     | 37.50 | 23.53 | 26                       | 32    | 17    |
| 5                                                                                      | 36.36          | 40.00 | 30.77 | 40.91               | 20.00 | 34.62 | 22.73     | 40.00 | 34.62 | 22                       | 25    | 26    |
| 6                                                                                      | 50.00          | 33.33 | 61.11 | 42.86               | 28.57 | 5.56  | 7.14      | 38.10 | 33.33 | 14                       | 21    | 18    |
| All Grades                                                                             | 20.00          | 19.78 | 22.28 | 40.00               | 34.07 | 32.61 | 40.00     | 46.15 | 45.11 | 175                      | 182   | 184   |

| Reading Domain<br>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                                                                                     | 5.88           | 0.00  | 0.00  | 50.00               | 54.17 | 31.43 | 44.12     | 45.83 | 68.57 | 34                       | 24    | 35    |
| 1                                                                                     | 8.00           | 2.94  | 4.00  | 28.00               | 29.41 | 36.00 | 64.00     | 67.65 | 60.00 | 25                       | 34    | 25    |
| 2                                                                                     | 4.76           | 0.00  | 5.26  | 38.10               | 52.17 | 44.74 | 57.14     | 47.83 | 50.00 | 21                       | 23    | 38    |
| 3                                                                                     | 0.00           | 4.35  | 0.00  | 21.21               | 39.13 | 34.62 | 78.79     | 56.52 | 65.38 | 33                       | 23    | 26    |
| 4                                                                                     | 19.23          | 3.13  | 0.00  | 57.69               | 31.25 | 33.33 | 23.08     | 65.63 | 66.67 | 26                       | 32    | 18    |
| 5                                                                                     | 13.64          | 28.00 | 6.90  | 45.45               | 24.00 | 34.48 | 40.91     | 48.00 | 58.62 | 22                       | 25    | 29    |
| 6                                                                                     | 21.43          | 0.00  | 10.53 | 57.14               | 42.86 | 26.32 | 21.43     | 57.14 | 63.16 | 14                       | 21    | 19    |
| All Grades                                                                            | 9.14           | 5.49  | 3.68  | 41.14               | 37.91 | 35.26 | 49.71     | 56.59 | 61.05 | 175                      | 182   | 190   |

| Writing Domain<br>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                                                                                     | 26.47          | 29.17 | 5.88  | 35.29               | 50.00 | 47.06 | 38.24     | 20.83 | 47.06 | 34                       | 24    | 34    |
| 1                                                                                     | 8.00           | 0.00  | 4.55  | 40.00               | 32.35 | 63.64 | 52.00     | 67.65 | 31.82 | 25                       | 34    | 22    |
| 2                                                                                     | 9.52           | 0.00  | 9.68  | 52.38               | 56.52 | 41.94 | 38.10     | 43.48 | 48.39 | 21                       | 23    | 31    |
| 3                                                                                     | 3.03           | 4.35  | 0.00  | 54.55               | 52.17 | 62.50 | 42.42     | 43.48 | 37.50 | 33                       | 23    | 24    |
| 4                                                                                     | 26.92          | 6.25  | 0.00  | 46.15               | 46.88 | 76.47 | 26.92     | 46.88 | 23.53 | 26                       | 32    | 17    |
| 5                                                                                     | 18.18          | 16.00 | 3.70  | 59.09               | 40.00 | 62.96 | 22.73     | 44.00 | 33.33 | 22                       | 25    | 27    |
| 6                                                                                     | 46.15          | 9.52  | 16.67 | 46.15               | 76.19 | 66.67 | 7.69      | 14.29 | 16.67 | 13                       | 21    | 18    |
| All Grades                                                                            | 17.82          | 8.79  | 5.78  | 47.13               | 48.90 | 57.80 | 35.06     | 42.31 | 36.42 | 174                      | 182   | 173   |

#### Conclusions based on this data:

1. Glow:For the 2024/25 school year 8.38% Level 4

2. Grow: Oral Language: K and 4th did not have any students at Level 4 proficiency.  
Overall, school-wide, we are at 3.68% Well Developed in Reading  
Speaking: Overall, school-wide, we are 22.28 in Speaking at the Well Developed proficiency.
3. Equity: Overall there has been a slight increase from level 4 in all grade levels, but still have not met the site goal.  
Focus area and attention on strategies to ensure equitable outcomes for students across all grade levels.

# 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                                                |
| 266                                                             | 93.6%                                                                                                                            | 75.9%                                                                                                                                                        | 0.0%                                                        |
| Total Number of Students enrolled in Grayson 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                                  | 202   | 75.9%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 0     | 0.0%       |
| Socioeconomically Disadvantaged                   | 249   | 93.6%      |
| Students with Disabilities                        | 16    | 6%         |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 1     | 0.4%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 0     | 0.0%       |
| Filipino                     | 0     | 0.0%       |
| Hispanic                     | 259   | 97.4%      |
| Two or More Races            | 2     | 0.8%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 3     | 1.1%       |

### Conclusions based on this data:

- The majority of the student populations overlap into more than one group. Therefore, 75.9% % of the EL students fall within the 93.6% of the Socioeconomically Disadvantaged group and within the 98.5% Hispanic/Latino group.

2. Grayson's student with disabilities is 6% or equivalent to 16 students.

# 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.

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.”



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Orange</div>    | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div>             |                                                                                                                                                |                                                                                                                                            |
| <div>English Learner Progress</div> <div></div> <div>Green</div> |                                                                                                                                                |                                                                                                                                            |

#### Conclusions based on this data:

- Glow: English Language Learner Progress is in the Green on the 2025 CA Dashboard
- Grow: ELA and Math are in the Orange based on the 2025 CA Dashboard
- Equity: Suspensions are in the Blue on the 2025 CA Dashboard, Grayson uses restorative practices to support our students.



# School and Student Performance Data

## Academic Performance English Language Arts

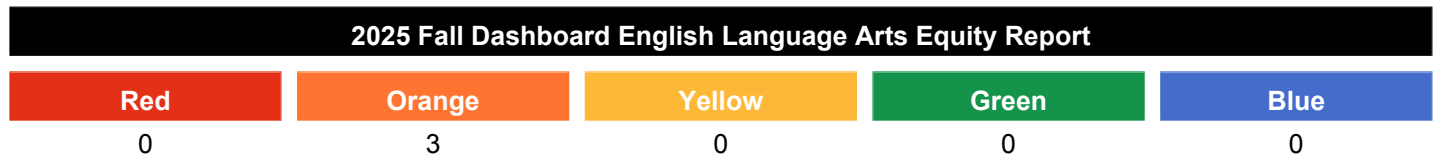
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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                                                                                                                                                  |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>85.8 points below standard</div> <div>Increased 3.2 points</div> <div>99 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>89.6 points below standard</div> <div>Increased 13.7 points</div> <div>77 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>     |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                          | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                   | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>86 points below standard</div> <div>Increased 3.7 points</div> <div>94 Students</div> |

|                                                                                                                                                                                                                       |                                                                                                                                                    |                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>170.3 points below standard<br>Increased 20.7 points<br>15 Students | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                      |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                               | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>Orange<br>85.8 points below standard<br>Increased 3.2 points<br>98 Students    |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                                                   | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

#### Conclusions based on this data:

1. Glow: Improving although overall for 2025 students scored 85.8 points below standard, scoring at the Low Performance, or Orange, on the Dashboard.
2. Grow: Our current EL students increased in their ELA Performance. EL students scored 13.7.
3. Equity: At Grayson Elementary, we are committed to equity and closing achievement gaps. We recognize that our Socioeconomically Disadvantaged students scored 86 points below standard in ELA and our English Learners scored 89 points below standard, contributing to an overall Low Performance (Orange) rating in 2025. We will address these disparities through targeted support, culturally responsive teaching, and data-driven interventions to ensure that all students have the opportunity to succeed.

# School and Student Performance Data

## Academic Performance Mathematics

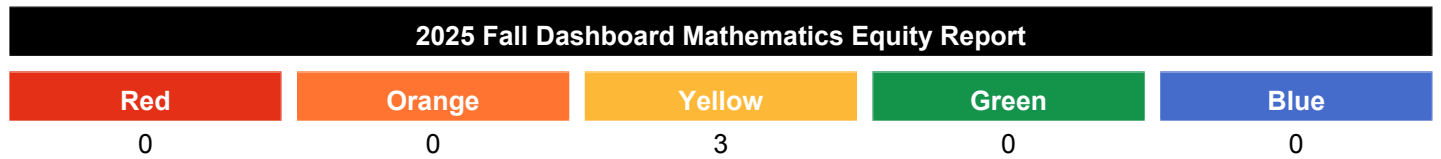
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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                                                                                                                                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>82.1 points below standard</div> <div>Increased 17.4 points</div> <div>99 Students</div> | <div>English Learners</div> <div><br/>Yellow</div> <div>86.9 points below standard</div> <div>Increased 20.7 points</div> <div>77 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>        |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                           | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                                   | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>83.7 points below standard</div> <div>Increased 17.1 points</div> <div>94 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                    |                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>153.4 points below standard<br>Increased 5.8 points<br>15 Students | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                      |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                              | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>Yellow<br>82.4 points below standard<br>Increased 17.2 points<br>98 Students   |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                                                  | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

#### Conclusions based on this data:

1. Glow; Overall students increased their performance in math on the 2025 Dashboard by 17.4 points.
2. Grow; Although there was growth, our school is still 82.1 points below standard.
3. Equity: At Grayson, we are committed to ensuring all students receive the support they need to succeed in math. In 2025 students scored 82.1 points below standard, with English Learners 86.9 points below standard at the Yellow performance level. We recognize this as an area of concern and are implementing targeted interventions, inclusive instruction, and additional resources to help every student improve and reach their full potential.

# School and Student Performance Data

## Academic Performance Science

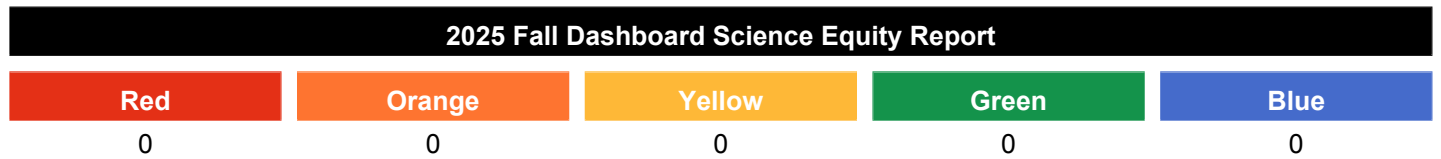
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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                                                                                                                                                                      |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>34.3 science points</div> <div>Declined 4.6 points</div> <div>26 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>34.8 science points</div> <div>Declined 5 points</div> <div>23 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                     |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                      | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>34.6 science points</div> <div>Declined 4.5 points</div> <div>25 Students</div> |

|                                                                                                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                         |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>No Performance Color<br>34.3 science points<br>Declined 4.6 points<br>26 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                                          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>0 Students                                                   |

#### Conclusions based on this data:

1. **Glow:**Although there was not a specific performance color for our site, students in Science declined 4.6 points based on the 2025 Dashboard data.
2. **Grow:**We recognize this as an area of concern and are planning for inclusive instruction, and additional resources to help every student improve and reach their full potential.
3. **Equity:**At Grayson, we are committed to ensuring all students receive the support they need to succeed in science.

# 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                                                                          |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <br>Green | <br>No Performance Color |
| 47.6 making progress.                                                                      | making progress.                                                                                            |
| Number Students: 143 Students                                                              | Number Students: 3 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 |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 8.4%                     | 44.1%                                      | 2.8%                    | 44.8%                              |

#### Conclusions based on this data:

1. Glow:At Grayson 44.8% of our English Language Learners made progress of at least on ELPI Level based on the 2025 Dashboard.
2. Grow:44.1% of English Language Learners maintained their ELPI level and did not move.
3. Equity:At Grayson, we will support our English Language Learners by integrating targeted language development strategies across all subject areas. Through intentional instruction, scaffolding, and academic support, we ensure that our English Learners have the resources and opportunities to grow their language skills while achieving success in all content areas.

# 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



Orange

16.8% Chronically Absent

Increased 0.5

280 Students

#### English Learners



Orange

17.1% Chronically Absent

Increased 2.1

217 Students

#### Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

#### Foster Youth



No Performance Color

0 Students

#### Homeless



No Performance Color

0 Students

#### Socioeconomically Disadvantaged



Orange

17.9% Chronically Absent

Increased 1.3

262 Students

|                                                                                                                                                                                                           |                                                                                                                                                                                                   |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>25% Chronically Absent<br>Increased 15.9<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                   | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                        | <b>Hispanic</b><br><br>Orange<br>17% Chronically Absent<br>Maintained 0.4<br>271 Students              |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students       | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students |

#### Conclusions based on this data:

1. Glow:The 2025 Dashboard indicated that overall Chronically Absent was at 16.8%
2. Grow:Although there was a increase, the increase was .5%. There was not a significant increase in any subgroup. The goal is to decrease for the next year.
3. Equity:At Grayson, we are committed to reducing chronic absenteeism through a Multi-Tiered System of Support (MTSS) that ensures every student has the resources and interventions needed to attend school consistently. By addressing barriers to attendance through early intervention, personalized outreach, and family partnerships, we strive to create an inclusive and supportive environment where all students feel valued, engaged, and empowered to succeed.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

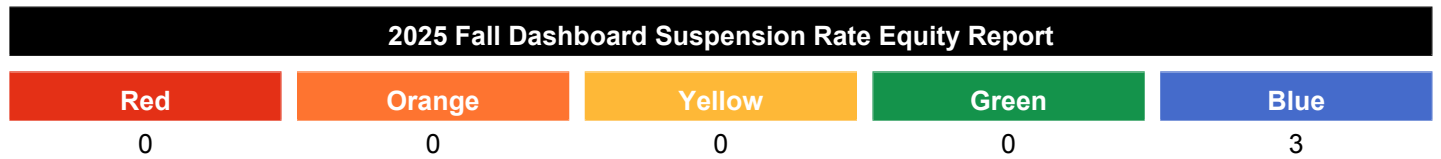
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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                                                                                                                                                          |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 2.8%</div> <div>289 Students</div> | <div>English Learners</div> <div><br/>Blue</div> <div>0.4% suspended at least one day</div> <div>Declined 2.3%</div> <div>225 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>  |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                       | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                               | <div>Socioeconomically Disadvantaged</div> <div><br/>Blue</div> <div>0.4% suspended at least one day</div> <div>Declined 3%</div> <div>269 Students</div> |

|                                                                                                                                                                                                                    |                                                                                                                                                                                                   |                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>4.2% suspended at least one day<br>Increased 4.2%<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                            | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                        | <b>Hispanic</b><br><br>Blue<br>0.4% suspended at least one day<br>Declined 2.9%<br>280 Students        |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students                | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students |

#### Conclusions based on this data:

1. Glow: All areas for suspension are in blue based on the 2025 Dashboard. Each subgroup decreased in suspensions.
2. Grow: At Grayson we would like to maintain our suspension rate.
3. Equity: At Grayson, our goal is to minimize suspensions and foster a safe, welcoming learning environment where every student can succeed academically. Using Restorative Practices, such as restorative circles, alongside a Multi-Tiered System of Support (MTSS), we emphasize cultivating positive relationships, resolving conflicts constructively, and offering targeted support to guide student behavior. By emphasizing restorative methods rather than punitive measures, we ensure that all students receive the guidance, accountability, and social-emotional resources necessary to flourish.

# 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.

#### Academic Achievement

Grayson Elementary School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

### 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.

Based on the 2025 CA Dashboard, 20.15% of all students at Grayson Elementary students 3rd-6th grade met or exceeded standards in ELA and 15.67% of all Grayson Elementary students 3rd-6th grade met or exceeded standards in Math.

### 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                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)                                                 | 100%                                                                     | 100%                                                                                                  |
| CAASPP ELA: Percent of Students in Grades 3-6, Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)                                                            | All: 20.15%<br>English Learners: 4.44%<br>Students with Disabilities: 0% | All: 26%<br>English Learners: 6%<br>Homeless: No Performance Level<br>Students with Disabilities: 6%  |
| CAASPP Math: Percent of Students in Grades 3-6, Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)                                                           | All: 15.67%<br>English Learners: 5.56%<br>Students with Disabilities: 0% | All: 23%<br>English Learners: 10%<br>Homeless: No Performance Level<br>Students with Disabilities: 6% |
| CAST: Percent of Students in Grade 5 Scoring a Level 3 or 4 (Source: ETS, 2025)                                                                               | All: 5.26%<br>English Learners: 0%                                       | All: 10%<br>English Learners: 5%                                                                      |
| English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025) | 44.8% Increased 1 ELPI Level<br>2.8% Maintained Level 4                  | 50% Increase 1 ELPI Level<br>6% Increase to Level 4                                                   |
| English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English                                                             | Reclassified: 3.9%                                                       | Reclassification: 10%                                                                                 |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1</b>              | <p>1.1 Provide a coherent multi-tiered system of support that focuses on academic success for all students, including at-risk subgroups. Provide standards-aligned instructional materials for all students.</p> <p>a. Provide standards-aligned instructional materials for all students.</p> <p>b. Continue to provide support and professional development for Tier 1 instruction.</p> <p>c. Provide release time to use the Data for collaboration, planning, cycles of inquiry, and analysis for each subgroup, as well as for setting goals and monitoring progress.</p> <p>d. Continue to provide materials and training in the implementation of Intervention programs for all Staff.</p> <p>e. Provide tutoring intervention in ELA/English language acquisition, Spanish (reading foundations, comprehension, and vocabulary development, writing, listening, speaking), and Math and Science.</p> | All                   | <p>5,500<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Tutoring Support for ELA, Math, ELD, SLD, Science<br/>5,000<br/>LCFF: Local Control Funding Formula<br/>4000-4999: Books And Supplies<br/>LCAP (G101) Tier 1 &amp; 2 Materials<br/>3,720<br/>Title I<br/>4000-4999: Books And Supplies<br/>Intervention Materials</p> |
| <b>1.2</b>              | <p>1.2 Utilize benchmarks and assessment tools to monitor student progress, set goals, align curriculum, and reflect to inform practice to meet the specific needs of all students.</p> <p>a. Provide release time for Staff to observe, collaborate, and receive training/Coaching in effective instructional strategies to modify instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | All                   | <p>4,000<br/>Title I<br/>4000-4999: Books And Supplies<br/>Small Group Instruction</p>                                                                                                                                                                                                                                                        |
| <b>1.3</b>              | <p>1.3 Collaborate in data-driven decision-making teams to determine viable curricula, create common assessments, and analyze results to inform and modify instruction (PLCs).</p> <p>a. Use early release Wednesdays and/or provide release time for Grade level team training for implementation of Reading Intervention program, planning, collaboration, data analysis, Academic Conferences, and development of CFAs.</p> <p>b. Provide PLC Training for Staff and Admin.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | All                   | <p>2,000<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Release time for Teacher Collaboration<br/>1,000<br/>Title I<br/>5800: Professional/Consulting Services And Operating Expenditures</p>                                                                                                                                |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |                                                                                                                                                                                                                                                                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | c. Provides funding to support teachers and paraeducators to provide targeted reading intervention to students in the identified performance groups, both in English and Spanish.                                                                                                                                                                                                                                                                                                                                                                                           |                  | Site Professional Development                                                                                                                                                                                                                                             |
| <b>1.4</b> | <p>1.4 Prepare students to enter college/career-ready through rigorous opportunities to meet grade-level state standards/expectations.</p> <p>a. Fund enrichment activities that meet student interests and activate engagement with school (i.e, rallies, assemblies, field trips, Science Olympiad, etc.).</p> <p>b. Provides funding for intervention materials and supplies as well as timesheets for Certificated and Classified Staff to provide after-school targeted intervention for students identified through the MTSS process or iReady Diagnostic scores.</p> | All              | <p>10,000<br/>LCFF: Local Control Funding Formula<br/>5000-5999: Services And Other Operating Expenditures Field Trips (G303)</p> <p>2,500<br/>LCFF: Local Control Funding Formula<br/>5000-5999: Services And Other Operating Expenditures College and Career (G105)</p> |
| <b>1.5</b> | <p>1.5 Visual and Performing Arts</p> <p>a. Extracurricular activities that support Common Core Standards will be available to supplement student learning and development (ie; field trips, assemblies, etc)</p> <p>Materials and Supplies to support: VAPA Concerts, Plays, Student Communication (Pumavision), and Art Shows</p>                                                                                                                                                                                                                                         | All              | <p>2,500<br/>LCFF: Local Control Funding Formula<br/>4000-4999: Books And Supplies<br/>LCAP (G107) Visual &amp; Performing Arts Materials or Field Trips</p>                                                                                                              |
| <b>1.6</b> | <p>1.6 Designated and Integrated ELD Designated and/or integrated ELD will be utilized to support English Learners during rotation and in the classroom setting. Professional development for staff to support students in designated and integrated ELD.</p> <p>a. Provide time for professional development in ELD, designated and integrated; this will include time to plan and observe other teachers in this area.</p>                                                                                                                                                | English Learners | <p>2,000<br/>Title I<br/>1000-1999: Certificated Personnel Salaries PD and Support</p> <p>1,380<br/>Title I<br/>2000-2999: Classified Personnel Salaries ELD Support</p>                                                                                                  |
| <b>1.7</b> | ELPAC Testing Incentives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | English Learners | <p>1,315<br/>LCFF: Local Control Funding Formula<br/>4000-4999: Books And Supplies<br/>G108 (ELPAC Testing Incentives)</p>                                                                                                                                                |

## 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.

Grayson Elementary did meet 5 of the 6 strategies originally outlined in the 2024/25 SPSA. Professional development was provided for strategies on reading and integrated and designated ELD strategies, small group instruction, and best teaching strategies. Tutoring was also offered to students in Reading. The results from the CAASPP 2025 Dashboard

assessment showed an increase in both math and ELA, but still relatively low performance. Other intervention programs. Intervention program licenses and supplemental materials for use during the designated ELA and intervention block were purchased as well. Intervention paraprofessionals and teachers provided targeted intervention in reading. One area that was not fully implemented but started was an activity where teachers use release time for PLC.

Metrics Not Met: Reclassification was not met, but ELA and Math scores increased based on the 2025 CA Dashboard.

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

There were not any major differences between the intended implementation or the budgeted expenditures to implement the strategies and activities.

For the 2024/2025 SPSA there was funding for sub for ELPAC, this is not necessary for the 2026/2027 SPSA to be included.

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

The following goals and metrics/indicators are being included in the 2025/26 SPSA in order to align with PJUSD LCAP:

Goal 1 will be Academic Achievement

Metrics/Indicators:

Percentage of Pupils with Access to Standards-aligned Instructional Materials

CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4

CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4

CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4

English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4

English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP)

# 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.

#### Student and Staff Safety and Wellness

Grayson Elementary will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

### 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.

California Healthy Kids Survey data for 2024, Aeries, (2024), and the California Dashboard indicates that Grayson Elementary School needs to focus on Chronic Absenteeism in order to support students being at school on a consistent basis.

### 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                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2025)                                                                                                                                           | All Students: 94.41%                                                                                                                                             | All Students: 95.0% or higher                                                                                                                                              |
| Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2025)                                                                                                                                          | All students:16.3%                                                                                                                                               | All Students: 14.3% or lower                                                                                                                                               |
| Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)                                                                                                                                                       | All Students: 3.2%<br>Homeless: No Performance Level                                                                                                             | All Students: 1% or lower<br>Homeless: No Performance Level                                                                                                                |
| Expulsion Rate: Percent of Students Expelled in Academic Year (Source: AERIES, 2025)                                                                                                                                                               | All Students: 0%                                                                                                                                                 | All Students: 0%                                                                                                                                                           |
| California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time" on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate (Source: CHKS, 2025) | <ul style="list-style-type: none"> <li>School Connectedness: 83%</li> <li>Social Emotional Learning Supports: 80%</li> <li>Anti Bullying Climate: 73%</li> </ul> | <ul style="list-style-type: none"> <li>School Connectedness: 77%</li> <li>Social Emotional Learning Supports: 95% or higher</li> <li>Anti Bullying Climate: 90%</li> </ul> |
| California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025)                                                                                                         | Staff Working Environment: <ul style="list-style-type: none"> <li>Supportive and inviting place for staff to work. 97%</li> </ul>                                | Staff Working Environment: <ul style="list-style-type: none"> <li>Supportive and inviting place for staff to work. 100%</li> </ul>                                         |

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Promotes trust and collegiality among staff. 100%</li> <li>Is a safe place for staff. 100%</li> <li>Promotes personnel participation in decision-making that affects school practices and policies. 96%</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Promotes trust and collegiality among staff. 100%</li> <li>Is a safe place for staff. 100%</li> <li>Promotes personnel participation in decision-making that affects school practices and policies. 100%</li> </ul>                                                                                                                                          |
| California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025) | <p>Student Learning Environment:</p> <ul style="list-style-type: none"> <li>This school is a supportive and inviting place for students to learn. 99%</li> <li>This school is a safe place for my child. 97%</li> </ul> <p>Social and Emotional Supports:</p> <ul style="list-style-type: none"> <li>My child's teachers are responsive to my child's social and emotional needs. 90%</li> </ul> | <p>Student Learning Environment:</p> <ul style="list-style-type: none"> <li>This school is a supportive and inviting place for students to learn. 100%</li> <li>This school is a safe place for my child. 100%</li> </ul> <p>Social and Emotional Supports:</p> <ul style="list-style-type: none"> <li>My child's teachers are responsive to my child's social and emotional needs. 100%</li> </ul> |
| Tiered Fidelity Inventory (TFI) (Source: TFI, 2025)                                                                                                                                | Tier 1- 70%<br>Tier 2/3- 62%                                                                                                                                                                                                                                                                                                                                                                     | Tier 1- 100%<br>Tier 2/3- 90%                                                                                                                                                                                                                                                                                                                                                                       |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                              | Students to be Served | Proposed Expenditures                                                                                                           |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 2.1                     | Reduce overall Chronic Absenteeism and recognize students for demonstrating good attendance. Support MTSS for student well-being for students & staff. Support school safety and school wide expectations (PBIS).                        | ALL                   | 7,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>LCAP (G204) Attendance Incentives, MTSS & PBIS |
| 2.2                     | Recognize and reward students for demonstrating good character and participation in the academic achievement & progress. Support MTSS for student well being. Have students & staff learn about Social Emotional Learning and Inclusion. | All                   | 7,000<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>LCAP (G202) SEL Supplies and Incentives & PBIS |
| 2.3                     |                                                                                                                                                                                                                                          | All                   |                                                                                                                                 |
| 2.4                     |                                                                                                                                                                                                                                          | All                   |                                                                                                                                 |

## 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.

Grayson completed 4 of the 4 strategies identified in the 2024/25 SPSA. Chronic absences were increased by 0.5%. This goal was almost met by a variety of strategies that we will continue to use and were set forth in last year's SPSA plan. One area was recognizing students for attending school, with a target goal of 95% assistance. Student suspension was also reduced. With the use of PBIS strategies, such as Cougar in Action cards, students were recognized for following school-wide expectations, and Restorative Practice, such as restorative circles.

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

There were not major differences between the intended implementation or the budgeted expenditures to implement the strategies and activities. SEL funds were fully used and implementation of the Wellness Center was fully implemented. The Wellness Center (Cougar Care Center: College and Career) will support students with all areas of need for both students and staff.

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

The following goal and metrics/indicators are being included in the 2026/27 SPSA to align with PJUSD LCAP:

Goal #2 is Staff Safety and Wellness.

Metrics/Indicators:

Chronic Absenteeism Rate: Percent of Students Chronically Absent from School

Attendance Rate: Percent of Students Attending School daily

Suspension Rate: Percent of Students Suspended at Least One Day

Expulsion Rate: Percent of Students Expelled in Academic Year

California Healthy Kids Survey (CHKS): Percent of Students that 'Agree' or 'Strongly Agree' on School Connectedness, Social and Emotional Learning Supports, and Anti-Bullying Climate

California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment

California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports

Tiered Fidelity Inventory (TFI)

At Grayson, we will strive for students to be in a safe learning environment. The implementation of these strategies will focus on and support students in SEL, recognition for academic and behavioral success, and improvement of attendance.

# 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.

#### Facilities and Resources

Grayson Elementary will maximize resources for students and staff to support educational excellence.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

### 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.

When speaking with educational partners, the uneven concrete in the quad/hallways and lighting are two very serious issues on Grayson's campus. Water and plumbing area also an area that needs attention. Making better use of our grass area where students can safely use the area is another priority. Data from the CA Healthy Kids Survey indicates only 69% of students believe Grayson is neat and clean. The strategies/activities in the SPSA will address this identified need.

### 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                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2024)                                                                                                                                                                                                                                           | Exemplary                                                                                                                                                                                                                                                                                                                                              | Exemplary                                                                                                                                                                                                                                                                                                                                                        |
| Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2025; CA School Staff Survey, 2025; CA School Parent Survey, 2025) | Clean and Well-Maintained Facilities and Properties <ul style="list-style-type: none"> <li>Elementary Students: Is your school building neat and clean? 69%</li> <li>Staff: This school has clean and well-maintained facilities and property. 73%</li> <li>Parents: This school has clean and well-maintained facilities and property. 60%</li> </ul> | Clean and Well-Maintained Facilities and Properties <ul style="list-style-type: none"> <li>Elementary Students: Is your school building neat and clean? 80%</li> <li>Staff: This school has clean and well-maintained facilities and property. 90%</li> <li>Parents: This school has clean and well-maintained facilities and property. 80% or Higher</li> </ul> |

### 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                 | School-wide cleanliness campaigns | All                   | 100<br>LCFF: Local Control Funding Formula |

|            |                                                                                                                                                                                                  |     |                                                                                                                                                                                                                                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                  |     | 4000-4999: Books And Supplies<br>G301- Campus Beautification Supplies                                                                                                                                                                                |
| <b>3.2</b> | Repair/replacement of safety items such as lighting, security cameras, signage, desks, chairs, etc                                                                                               | All | 9,800<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>G301- Equipment and signage                                                                                                                                         |
| <b>3.3</b> | Use the results from the 2025 CA Healthy Kids Survey (CHKS), CA School Staff Survey (CSSS), and CA School Parent Survey (CSPS) to assess satisfaction levels and identify areas for improvement. | All | 100<br>LCFF: Local Control Funding Formula<br>4000-4999: Books And Supplies<br>G301-Supplies to address site satisfaction levels<br>100<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Staff Available for in person support of surveys |

## 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.

Grayson Elementary completed four of the four strategies identified in the 2025/26 SPSA. Site needs of cleanliness and general repair have been met. More lighting was installed to ensure evening events are well-lit for families and provide an additional layer of safety for our night custodian. Along with the facilities and resources, Grayson was able to modify a classroom for an intervention center.

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

There are no major differences between the intended implementation or the budgeted expenditures to implement the strategies and 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.

The following goals and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Goal #3 Facilities and Resources.

Metrics/Indicators:

Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair

Clean and Well-Maintained Facilities and Properties: Percent of Students, Staff, and Parents that 'Agree' and 'Strongly Agree' on Clean and Well-Maintained Facilities and Properties

# 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.

#### Communications and Collaboration

Grayson Elementary will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

### 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.

Parents and educational partners need to be given more opportunities for input before important decisions are made at Grayson Elementary. Parents and educational partners also want more opportunities for Parent Education and opportunities to volunteer. One area to address is promoting parental involvement; the CSPS indicated that 50% of parents who returned the survey stated that the school encourages them to be an active partner in educating their students.

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2025) | Promotion of Parental Involvement: <ul style="list-style-type: none"> <li>School encourages me to be an active partner with the school in educating my child, 91%</li> <li>School actively seeks the input of parents before making important decisions, 91%</li> <li>Parents feel welcome to participate at this school 97%</li> </ul> Communication with Parents About School: <ul style="list-style-type: none"> <li>School keeps me well-informed about school activities 97%</li> </ul> | Promotion of Parental Involvement: <ul style="list-style-type: none"> <li>School encourages me to be an active partner with the school in educating my child. 100%</li> <li>School actively seeks the input of parents before making important decisions. 100%</li> <li>Parents feel welcome to participate at this school. 100%</li> </ul> Communication with Parents About School: <ul style="list-style-type: none"> <li>School keeps me well-informed about school activities. 100%</li> </ul> |
| Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025)                                                                            | Number of Parent Education Events: 20                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Number of Parent Education Events: 4 per Year                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Parent and Community Volunteers: Number of Parent/Community                                                                                                                                       | Level 1 & 2 Volunteers: 36                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 1 & 2 Volunteers: Maintain or Overall Goal is to have 10                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                           | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                     |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1                     | Host parent night/event on campus to address parent/student needs. (Materials and Supplies for activities presented)                                                                                                                                                                  | All                   | 2,630<br>LCFF: Local Control Funding Formula<br>5000-5999: Services And Other Operating Expenditures<br>LCAP G403<br>2,500<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Child Care & Event Support                                                                                           |
| 4.2                     | Invite parent participation in activities (volunteering)                                                                                                                                                                                                                              | All                   | 1,000<br>Title I<br>4000-4999: Books And Supplies<br>Volunteer Supplies                                                                                                                                                                                                                                   |
| 4.3                     | Host SSC, ELAC, and other parent groups so parents are able to stay informed and contribute to decision-making that is happening at Grayson Elementary (Parent Engagement). Open communication with parents and community through Parent Square, Facebook, student communication, etc | All                   | 1,315<br>LCFF: Local Control Funding Formula<br>1000-1999: Certificated Personnel Salaries<br>LCAP G404<br>1,200<br>Title I<br>4000-4999: Books And Supplies<br>Supplies for Parent Events<br>600<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Support for Child Care and support of event |

## 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.

Grayson Elementary completed four of the four strategies identified in the 2025/26 SPSA. Grayson had monthly meetings for ELAC. The strategy from the 2025/26 school year, where parents were asked to do the survey online, will need to be reviewed, and other options will need to be offered for parents can participate in surveys and other informational meetings. Parents were offered printed copies of surveys. At Grayson, parents have participated in ELAC, the Safety Committee, and the School Site Council.

Workshops were offered for parents to complete parent surveys; these workshops were offered in the mornings, afternoons, and evenings.

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

There are no major differences between the intended implementation or the budgeted expenditures to implement the strategies and 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.

The following goal and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Goal #4 is Communications and Collaboration.

Metrics/Indicators:

California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School

Parent Education Events: Number of Parent Education Events per Year

Parent and Community Volunteers: Number of Parent/Community Volunteers

# 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.

#### Employee Success and Leadership Development

Grayson Elementary will build the capacity of all staff to improve academic achievement for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement 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.

Grayson Elementary will increase employee success and leadership necessary to ensure student achievement improves for ELA, Math, Science. Staff will have opportunities to build their capacity, to be able to support all student's academic success.

### 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                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2025/26- Section: Conditions of Learning: Teachers)                                      | Mis Assignments: 0<br>Mis Assignments for English Learners: 0<br>Vacant Positions: 0 | Mis Assignments: 0<br>Mis Assignments for English Learners: 0<br>Vacant Positions: 0 |
| 1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2025/26)                                                             | 1st Year Teacher Retention: 100%<br>2nd Year Teacher Retention: 100%                 | 1st Year Teacher Retention: 100%<br>2nd Year Teacher Retention: 100%                 |
| Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2025/26) | 93%                                                                                  | Maintain                                                                             |

### 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                             |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|
| 5.1                 | Provide ongoing professional development for teachers, support staff, and administrators to accelerate student achievement and reduce disparities in achievement for students scoring very | All                   | 5,500<br>Title I<br>4000-4999: Books And Supplies |

|            |                                                                                                                                                                                                                                                                                                                        |     |                                                                                                                                                                                                                                                      |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | low on the 2025 Dashboard. Collaboration time with PLT and/or vertical alignment.                                                                                                                                                                                                                                      |     | Materials Needed for Professional Development                                                                                                                                                                                                        |
| <b>5.2</b> | Provide funding for timesheets for Certificated Staff to collaborate, attend professional development, visit partner sites, and attend coaching sessions and/or cover the Sub costs for release time with the aim to retain qualified Staff who will improve student achievement in these targeted performance groups. | All | 1,800<br>LCFF: Local Control Funding Formula<br>1000-1999: Certificated Personnel Salaries Intervention & Professional Development<br>G501<br>5,500<br>Title I<br>1000-1999: Certificated Personnel Salaries Intervention & Professional Development |
| <b>5.3</b> | Subs to provide release days for staff coaching and professional development.                                                                                                                                                                                                                                          | All | 2,700<br>LCFF: Local Control Funding Formula<br>1000-1999: Certificated Personnel Salaries<br>G501                                                                                                                                                   |
| <b>5.4</b> | Provide training and support from district staff, attend conferences or workshops offered to enhance our Dual programs, PLC process, and intervention programs (i.e. ATDLE, META, CABE, BeGlad, CVDLC Site Visits), and reading and writing skills to support students' achievement in biliteracy and bilingualism.    | All | 8,000<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>ELD/Dual Immersion & Instruction                                                                                                                            |
| <b>5.5</b> |                                                                                                                                                                                                                                                                                                                        | All |                                                                                                                                                                                                                                                      |

## 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.

Grayson Elementary completed 5 of the 5 strategies identified in the 2025/26 SPSA.

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

There were not 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.

The following goals and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Action: Goal #5 is Employee Success and Leadership Development.

Metrics/Indicators:

Teacher Misassignment/ Vacancies: Number and Percent of Misassignments and Vacancies

1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention  
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching

# 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       | \$97,760.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0         |

## 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          | \$44,000.00     |

Subtotal of additional federal funds included for this school: \$44,000.00

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 (\$) |
|-------------------------------------|-----------------|
| LCFF: Local Control Funding Formula | \$53,760.00     |

Subtotal of state or local funds included for this school: \$53,760.00

Total of federal, state, and/or local funds for this school: \$97,760.00

# 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 |
|-------------------------------------|--------|---------|
| Title I                             | 44,000 | 0.00    |
| LCFF: Local Control Funding Formula | 53,760 | 0.00    |

## Expenditures by Funding Source

| Funding Source                      | Amount    |
|-------------------------------------|-----------|
| LCFF: Local Control Funding Formula | 53,760.00 |
| Title I                             | 44,000.00 |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount    |
|-------------------------------------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 21,515.00 |
| 2000-2999: Classified Personnel Salaries                          | 3,880.00  |
| 4000-4999: Books And Supplies                                     | 48,235.00 |
| 5000-5999: Services And Other Operating Expenditures              | 15,130.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 9,000.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source                      | Amount    |
|------------------------------------------------------|-------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries           | LCFF: Local Control Funding Formula | 5,815.00  |
| 4000-4999: Books And Supplies                        | LCFF: Local Control Funding Formula | 32,815.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF: Local Control Funding Formula | 15,130.00 |
| 1000-1999: Certificated Personnel Salaries           | Title I                             | 15,700.00 |
| 2000-2999: Classified Personnel Salaries             | Title I                             | 3,880.00  |
| 4000-4999: Books And Supplies                        | Title I                             | 15,420.00 |

5800: Professional/Consulting  
Services And Operating Expenditures

Title I

9,000.00

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 40,915.00          |
| Goal 2      | 14,000.00          |
| Goal 3      | 10,100.00          |
| Goal 4      | 9,245.00           |
| Goal 5      | 23,500.00          |

# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Janet Lomeli      | Principal                  |
| Maria Rodriguez   | Classroom Teacher          |
| Jennifer Sisneros | Other School Staff         |
| Maria Saldana     | Parent or Community Member |
| Yuri Flores       | Parent or Community Member |
| Rosario Luquin    | 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 03/30/2026.

Attested:

|                                                                                     |                                              |
|-------------------------------------------------------------------------------------|----------------------------------------------|
|   | Principal, Janet Lomeli on 03/30/2026        |
|  | SSC Chairperson, Maria Saldana on 03/30/2026 |