

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King	6113609	3/14/2022	3/23/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP).

Comprehensive Needs Assessment

The school plan shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.

(20 U.S.C. Section 6314[b][6])

Our School's Process:

School planning is an ongoing process. Each year, our school's leadership team with technical assistance from district leadership and input from site councils (SSC) and English learner advisory committees (ELAC), review our school's progress toward achieving the established goals.

Analysis of Data:

The comprehensive needs assessment shall include an analysis of verifiable data, consistent with all state priorities and informed by all indicators. (EC Section 64001[g][2][A]; 34 CFR Section 200.26[a])

Our school's process begins with a thoughtful analysis of student achievement data including data from:

- The California School Dashboard
- District formative and summative assessments
- School level assessments
- The HESD Parent Survey
- The HESD LCAP Student Survey
- Input from the district's curriculum committee (a representative body comprised of a majority of teachers)
- Teacher surveys to gather input on professional development needs.

Each school year, after data from the California School Dashboard is published by the California Department of Education (CDE), our school's leadership team meets with district leaders to analyze achievement and school climate data and to set proposed targets, called Annual Measurable Outcomes/Expected Outcomes, for "All Students" and for each student subgroup on both academic and school climate indicators.

Data from the Annual HESD Parent Survey and Student Survey are reviewed by our school site leadership team and proposed Annual Measurable Outcomes/Expected Outcomes are set for metrics relating to parent and student satisfaction with the instructional program, the school's services, programs, extra-curricular activities, and school safety.

These proposed Annual Measurable Outcomes/Expected Outcomes are taken to our SSC and ELAC for input and, if requested, additional revisions. These Annual Measurable Outcomes/Expected Outcomes are part of this school plan and can be found immediately after each goal in the pages that follow.

The results of this analysis are summarized in a statement of "Identified Need" that follows each goal in the school plan.

School Site Councils and English Learner Advisory Committees

Our school holds four school site council meetings each school year. The first meeting is held in September. The purpose of the first meeting is to establish the school site council, elect members and officers for the year, and to train council members on their roles and responsibilities.

The second meeting is held in February after the publication of the California School Dashboard by the California Department of Education (CDE). At the second meeting, student achievement is reviewed, including the achievement of English learners. The school's professional development needs and activities are reviewed. The implementation of the school plan is monitored, the needs assessment is reviewed, and any changes in the plan's goals, action strategies, or expenditures are discussed and approved.

The third meeting is held in March. At the third meeting, student achievement is once again reviewed, but at this meeting, the focus is on school climate and parent involvement. Once again implementation of the school plan is monitored and any changes to the plan's goals, action strategies, or expenditures are discussed and approved.

The fourth meeting is held in May. At this meeting, the Annual Update/Evidence Based Evaluation of the school plan is reviewed and revised based on recommendations from the committees. Using the Annual Update/Evidence Based Evaluation, the individual Actions/Strategies in the plan that were well-implemented and effective, and that should continue in the next school year, are discussed. Areas of need along with any recommended changes to the Actions/Strategies are also discussed. Major differences between intended implementation and/or the budgeted expenditures are reviewed. The school site leadership and school site council propose changes to the goals, the annual

outcomes, metrics, strategies/activities, and/or expenditures that will be made to next year's plan. Finally, the school plan for the next school year is approved by the SSC and the plan is recommended to the governing board for approval

Comprehensive Needs Assessment Documentation:

The documents listed below, most of which are embedded in the pages of this school plan, shall comprise our school's Comprehensive Needs Assessment, our process, and document the results of the needs assessment.

- Student Performance Data: English Learners
- Student Performance Data: CAASPP (English Language Arts)
- Student Performance Data: CAASPP (Mathematics)
- Student Performance Data: ELPAC (Summative Assessment)
- Student Performance Data: Dashboard (Student Population)
- Student Performance Data: Dashboard (Overview)
- Student Performance Data: Dashboard (English Language Arts)
- Student Performance Data: Dashboard (Mathematics)
- Student Performance Data: Dashboard (English-Learner Progress)
- Student Performance Data: Dashboard (Chronic Absenteeism)
- Student Performance Data: Dashboard (Suspension Rate)
- Statement of Identified Need Goal 1
- Statement of Identified Need Goal 2
- Statement of Identified Need Goal 3
- Statement of Identified Need Goal 4
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 1
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 2
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 3
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 4
- Minutes From School Site Council/English Learner Advisory Committee Meetings
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 1
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 2
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 3
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 4
- Evidence-based Title I Funded Program Evaluation (A review of each action under each goal in the plan)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC)

The school maintains a school site council. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year in October, December, February, and May. During these meetings student achievement is reviewed, the school's/students' needs are assessed, and based on this analysis the school plan is developed. The school plan is approved by the school site council each year in May (for the upcoming school year), and again the following February. The Hanford Elementary School District Board of Trustees approves the school plans after the school site council has given their approval.

English Learner Advisory Committee (ELAC)

The school's English Learner Advisory Committee has designated the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English Learners (Education Code 52176) at the school. This means that the SSC acts as the advisory committee for ELs and is the voice of EL parents at the school site. The SSC performs all of the duties of the ELAC. Both the ELAC and the SSC have approved this designation.

District English Learner Advisory Committee (DELAC)

The district maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised The DELAC meets four times per school-year in November, January, March, and May. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis; advises the board on the district's plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.15%	0.16%	0.2%	1	1	1
African American	3.09%	2.25%	2.7%	20	14	17
Asian	2.16%	1.44%	1.3%	14	9	8
Filipino	1.24%	1.77%	1.4%	8	11	9
Hispanic/Latino	83.93%	85.87%	84.9%	543	535	535
Pacific Islander	0.31%	0.32%	0.3%	2	2	2
White	6.8%	5.78%	7.0%	44	36	44
Multiple/No Response	%	0.16%	1.9%		14	12
Total Enrollment				647	623	630

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	111	108	104
Grade 1	79	92	89
Grade 2	98	73	97
Grade3	93	92	77
Grade 4	86	90	87
Grade 5	86	84	94
Grade 6	94	84	82
Total Enrollment	647	623	630

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	237	223	223	36.6%	35.8%	35.4%
Fluent English Proficient (FEP)	56	64	58	8.7%	10.3%	9.2%
Reclassified Fluent English Proficient (RFEP)	13	30	12	6.3%	12.7%	5.4%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	86	99	65	86	96	34	86	96	34	100	97	52.3
Grade 4	89	90	93	87	89	50	87	89	50	97.8	98.9	53.8
Grade 5	91	85	97	90	82	87	90	82	87	98.9	96.5	89.7
Grade 6	76	93	88	76	90	79	76	90	78	100	96.8	89.8
All Grades	342	367	343	339	357	250	339	357	249	99.1	97.3	72.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2425.	2411.	2378.	26.74	20.83	5.88	24.42	23.96	26.47	23.26	20.83	20.59	25.58	34.38	47.06
Grade 4	2444.	2468.	2424.	16.09	25.84	6.00	29.89	24.72	22.00	18.39	22.47	26.00	35.63	26.97	46.00
Grade 5	2461.	2457.	2471.	11.11	10.98	11.49	23.33	20.73	29.89	25.56	23.17	20.69	40.00	45.12	37.93
Grade 6	2527.	2503.	2491.	9.21	10.00	10.26	43.42	33.33	24.36	31.58	24.44	24.36	15.79	32.22	41.03
All Grades	N/A	N/A	N/A	15.93	17.09	9.24	29.79	25.77	26.10	24.48	22.69	22.89	29.79	34.45	41.77

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.09	21.88	2.94	45.35	42.71	55.88	32.56	35.42	41.18
Grade 4	13.79	17.98	12.00	51.72	48.31	62.00	34.48	33.71	26.00
Grade 5	8.89	15.85	9.20	44.44	41.46	66.67	46.67	42.68	24.14
Grade 6	13.16	10.00	10.53	55.26	40.00	55.26	31.58	50.00	34.21
All Grades	14.45	16.53	9.31	48.97	43.14	60.73	36.58	40.34	29.96

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.42	13.54	2.94	43.02	50.00	50.00	32.56	36.46	47.06
Grade 4	9.20	14.61	6.00	51.72	57.30	48.00	39.08	28.09	46.00
Grade 5	13.33	15.85	12.79	42.22	41.46	53.49	44.44	42.68	33.72
Grade 6	18.42	17.78	11.69	61.84	57.78	45.45	19.74	24.44	42.86
All Grades	16.22	15.41	9.72	49.26	51.82	49.39	34.51	32.77	40.89

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.93	19.79	5.88	63.95	67.71	67.65	15.12	12.50	26.47
Grade 4	14.94	12.36	2.00	55.17	68.54	74.00	29.89	19.10	24.00
Grade 5	8.89	4.88	11.49	51.11	51.22	68.97	40.00	43.90	19.54
Grade 6	5.26	13.33	10.53	78.95	58.89	69.74	15.79	27.78	19.74
All Grades	12.68	12.89	8.50	61.65	61.90	70.04	25.66	25.21	21.46

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.72	25.00	11.76	45.35	54.17	67.65	20.93	20.83	20.59
Grade 4	25.29	32.58	8.00	49.43	49.44	66.00	25.29	17.98	26.00
Grade 5	25.56	14.63	18.39	43.33	50.00	51.72	31.11	35.37	29.89
Grade 6	32.89	18.89	11.54	56.58	53.33	69.23	10.53	27.78	19.23
All Grades	29.20	22.97	13.25	48.38	51.82	62.25	22.42	25.21	24.50

2019-20 Data:

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Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	86	99	65	86	98	33	86	98	33	100	99	50.8
Grade 4	89	90	93	87	89	56	87	89	56	97.8	98.9	60.2
Grade 5	91	86	97	90	83	87	90	83	87	98.9	96.5	89.7
Grade 6	76	93	88	76	93	78	76	93	76	100	100	88.6
All Grades	342	368	343	339	363	254	339	363	252	99.1	98.6	74.1

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2432.	2419.	2375.	17.44	18.37	0.00	33.72	25.51	30.30	26.74	19.39	18.18	22.09	36.73	51.52
Grade 4	2468.	2487.	2416.	18.39	25.84	5.36	24.14	17.98	17.86	35.63	35.96	30.36	21.84	20.22	46.43
Grade 5	2463.	2463.	2440.	4.44	7.23	4.60	20.00	9.64	8.05	27.78	38.55	29.89	47.78	44.58	57.47
Grade 6	2517.	2489.	2480.	14.47	7.53	10.53	23.68	16.13	9.21	38.16	37.63	39.47	23.68	38.71	40.79
All Grades	N/A	N/A	N/A	13.57	14.88	5.95	25.37	17.63	13.49	31.86	32.51	31.35	29.20	34.99	49.21

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.21	30.61	6.06	34.88	26.53	42.42	27.91	42.86	51.52
Grade 4	27.59	37.08	9.09	33.33	30.34	43.64	39.08	32.58	47.27
Grade 5	12.22	8.43	3.45	36.67	33.73	33.33	51.11	57.83	63.22
Grade 6	28.95	15.05	9.33	38.16	37.63	49.33	32.89	47.31	41.33
All Grades	26.25	23.14	6.80	35.69	31.96	41.60	38.05	44.90	51.60

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.09	16.33	15.15	50.00	43.88	36.36	27.91	39.80	48.48
Grade 4	21.84	22.47	3.57	42.53	48.31	44.64	35.63	29.21	51.79
Grade 5	4.44	9.64	6.90	48.89	42.17	45.98	46.67	48.19	47.13
Grade 6	13.16	6.45	7.89	47.37	43.01	40.79	39.47	50.54	51.32
All Grades	15.34	13.77	7.54	47.20	44.35	42.86	37.46	41.87	49.60

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.42	26.53	9.09	55.81	48.98	60.61	19.77	24.49	30.30
Grade 4	25.29	29.21	9.09	43.68	48.31	58.18	31.03	22.47	32.73
Grade 5	8.89	8.43	3.45	36.67	50.60	63.22	54.44	40.96	33.33
Grade 6	10.53	8.60	13.16	52.63	44.09	61.84	36.84	47.31	25.00
All Grades	17.40	18.46	8.37	46.90	47.93	61.35	35.69	33.61	30.28

2019-20 Data:

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Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1450.5	1448.8	1442.8	1462.1	1464.6	1452.2	1423.3	1411.6	1420.8	39	41	35
1	1464.3	1475.2	1446.1	1475.1	1467.9	1465.4	1453.0	1482.3	1426.5	37	37	31
2	1505.1	1504.0	1495.7	1504.8	1510.4	1509.9	1504.8	1497.1	1481.0	42	37	33
3	1498.5	1475.7	1497.8	1502.0	1472.7	1498.0	1494.6	1478.3	1497.1	25	41	29
4	1495.9	1515.7	1507.0	1492.7	1507.4	1507.5	1498.8	1523.6	1506.0	30	18	36
5	1529.8	1512.1	1517.6	1533.8	1511.0	1516.1	1525.2	1512.7	1518.9	22	29	34
6	1505.0	1482.6	1534.9	1495.8	1471.7	1544.7	1513.8	1493.1	1524.5	12	14	16
All Grades										207	217	214

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	58.97	26.83	25.71	*	53.66	31.43	*	17.07	42.86	*	2.44	0.00	39	41	35
1	40.54	24.32	6.45	37.84	37.84	29.03	*	32.43	41.94	*	5.41	22.58	37	37	31
2	64.29	21.62	21.21	*	48.65	45.45	*	24.32	30.30	*	5.41	3.03	42	37	33
3	*	14.63	13.79	44.00	29.27	48.28	*	31.71	31.03	*	24.39	6.90	25	41	29
4	*	11.11	14.29	36.67	61.11	40.00	*	27.78	37.14	*	0.00	8.57	30	18	35
5	*	17.24	9.09	68.18	24.14	45.45	*	48.28	30.30	*	10.34	15.15	22	29	33
6	*	7.14	13.33	*	14.29	46.67	*	50.00	33.33	*	28.57	6.67	12	14	15
All Grades	37.68	19.35	15.17	35.75	39.63	40.28	15.46	30.88	35.55	11.11	10.14	9.00	207	217	211

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	69.23	34.15	25.71	*	53.66	54.29	*	12.20	17.14	*	0.00	2.86	39	41	35
1	67.57	29.73	25.81	*	45.95	25.81	*	16.22	41.94	*	8.11	6.45	37	37	31
2	76.19	45.95	48.48	*	37.84	36.36	*	16.22	15.15	*	0.00	0.00	42	37	33
3	*	29.27	31.03	60.00	36.59	55.17	*	17.07	6.90		17.07	6.90	25	41	29
4	*	38.89	28.57	*	44.44	51.43	36.67	16.67	20.00	*	0.00	0.00	30	18	35
5	54.55	24.14	27.27	*	44.83	57.58		24.14	3.03	*	6.90	12.12	22	29	33
6	*	14.29	53.33	*	50.00	40.00	*	7.14	0.00	*	28.57	6.67	12	14	15
All Grades	56.04	32.26	32.70	27.05	44.24	46.45	13.04	16.13	16.11	*	7.37	4.74	207	217	211

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.46	9.76	28.57	*	46.34	17.14	28.21	39.02	40.00	*	4.88	14.29	39	41	35
1	29.73	21.62	3.23	29.73	32.43	25.81	*	27.03	19.35	*	18.92	51.61	37	37	31
2	47.62	18.92	3.03	30.95	43.24	48.48	*	24.32	33.33	*	13.51	15.15	42	37	33
3		7.32	6.90	*	17.07	27.59	44.00	43.90	37.93	*	31.71	27.59	25	41	29
4	*	5.56	5.71	*	44.44	25.71	36.67	44.44	37.14	*	5.56	31.43	30	18	35
5	*	0.00	18.18	*	20.69	12.12	*	44.83	42.42	*	34.48	27.27	22	29	33
6		0.00	6.67	*	7.14	13.33	*	57.14	46.67	*	35.71	33.33	12	14	15
All Grades	25.12	10.60	10.90	28.50	31.80	25.12	26.09	37.79	36.02	20.29	19.82	27.96	207	217	211

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	69.23	29.27	34.29	28.21	68.29	65.71	*	2.44	0.00	39	41	35
1	81.08	59.46	25.81	*	32.43	64.52	*	8.11	9.68	37	37	31
2	78.57	56.76	33.33	*	43.24	66.67	*	0.00	0.00	42	37	33
3	*	12.20	41.38	84.00	68.29	51.72	*	19.51	6.90	25	41	29
4	*	5.56	22.86	63.33	77.78	77.14	*	16.67	0.00	30	18	35
5	50.00	10.34	21.21	*	72.41	72.73	*	17.24	6.06	22	29	33
6	*	14.29	33.33	*	42.86	53.33	*	42.86	13.33	12	14	15
All Grades	54.11	30.41	29.86	41.06	57.60	65.88	*	11.98	4.27	207	217	211

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.10	43.90	17.14	28.21	53.66	71.43	*	2.44	11.43	39	41	35
1	51.35	18.92	22.58	37.84	70.27	70.97	*	10.81	6.45	37	37	31
2	69.05	27.03	45.45	26.19	70.27	54.55	*	2.70	0.00	42	37	33
3	72.00	46.34	37.93	*	36.59	55.17		17.07	6.90	25	41	29
4	53.33	55.56	34.29	36.67	44.44	60.00	*	0.00	5.71	30	18	35
5	81.82	55.17	63.64	*	41.38	24.24	*	3.45	12.12	22	29	33
6	*	35.71	92.86	*	35.71	7.14	*	28.57	0.00	12	14	14
All Grades	63.77	39.17	40.48	29.47	52.53	52.86	6.76	8.29	6.67	207	217	210

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	0.00	8.57	58.97	95.12	85.71	*	4.88	5.71	39	41	35
1	32.43	45.95	19.35	35.14	24.32	19.35	32.43	29.73	61.29	37	37	31
2	64.29	16.22	21.88	*	67.57	62.50	*	16.22	15.63	42	37	32
3		12.20	3.45	72.00	46.34	65.52	*	41.46	31.03	25	41	29
4	*	5.56	8.57	53.33	77.78	54.29	36.67	16.67	37.14	30	18	35
5	*	10.34	12.12	81.82	51.72	60.61	*	37.93	27.27	22	29	33
6		0.00	6.67	*	21.43	26.67	*	78.57	66.67	12	14	15
All Grades	28.02	14.75	11.90	47.83	57.14	56.19	24.15	28.11	31.90	207	217	210

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	69.23	70.73	45.71	*	19.51	34.29	*	9.76	20.00	39	41	35
1	*	18.92	6.45	56.76	72.97	67.74	*	8.11	25.81	37	37	31
2	38.10	10.81	6.06	47.62	78.38	75.76	*	10.81	18.18	42	37	33
3	*	14.63	17.24	64.00	60.98	62.07	*	24.39	20.69	25	41	29
4	*	16.67	17.14	60.00	77.78	65.71	*	5.56	17.14	30	18	35
5	*	6.90	12.12	72.73	62.07	72.73	*	31.03	15.15	22	29	33
6		0.00	6.67	91.67	71.43	93.33	*	28.57	0.00	12	14	15
All Grades	33.33	23.50	17.06	53.14	60.37	64.93	13.53	16.13	18.01	207	217	211

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
630	79.7	35.4	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	223	35.4
Foster Youth	5	0.8
Homeless	4	0.6
Socioeconomically Disadvantaged	502	79.7
Students with Disabilities	52	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.7
American Indian or Alaska Native	1	0.2
Asian	8	1.3
Filipino	9	1.4
Hispanic	535	84.9
Two or More Races	12	1.9
Native Hawaiian or Pacific Islander	2	0.3
White	44	7.0

Conclusions based on this data:

1. See Identified Need Goals #1-4





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="764 747 854 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1243 747 1333 779">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 947 378 978">Orange</p>		

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Performance English Language Arts

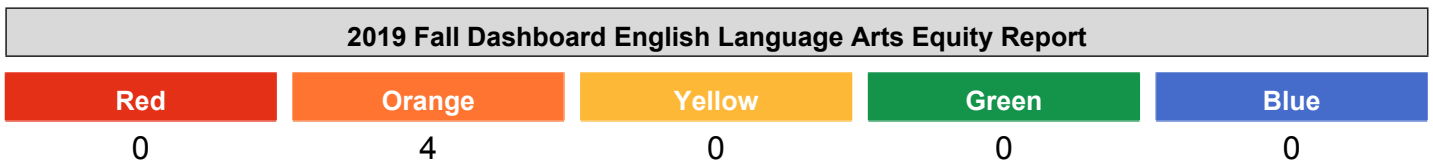
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>21.3 points below standard Declined -3.7 points</p> <p>333</p>	<p>English Learners</p> <p>Orange</p> <p>27.1 points below standard Maintained -0.9 points</p> <p>135</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>22.1 points below standard Maintained ++0.7 points</p> <p>284</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>94.8 points below standard Increased ++5.3 points</p> <p>44</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.5 points below standard Declined -3 points 287	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 26.8 points below standard Declined -10.2 points 19

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.8 points below standard Declined -3.6 points 84	15.2 points above standard Declined -6.1 points 51	25.6 points below standard Declined -3.7 points 176

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Performance Mathematics

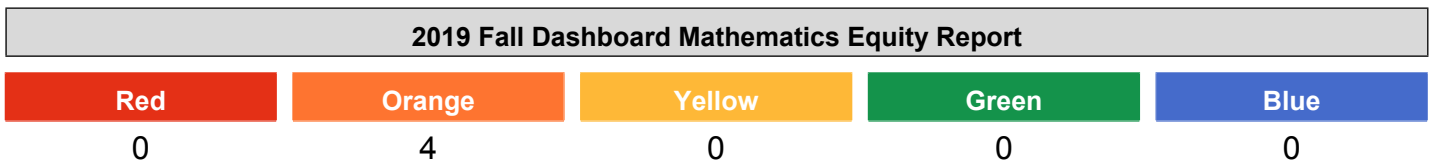
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 30 points below standard Maintained -2.2 points 332	<p>English Learners</p> Orange 35.8 points below standard Declined -3.1 points 135	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 32 points below standard Maintained ++0.7 points 283	<p>Students with Disabilities</p> Orange 98.5 points below standard Increased ++6.1 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.1 points below standard Maintained -2.2 points 286	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 31.7 points below standard Declined -10.2 points 19

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.4 points below standard Declined -14 points 84	1.9 points below standard Increased ++10.8 points 51	34.1 points below standard Maintained -0.9 points 175

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

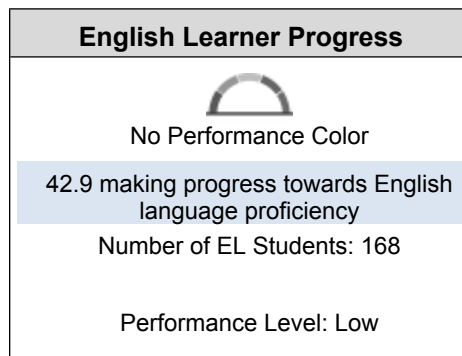
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.0	35.1	8.3	34.5

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Engagement Chronic Absenteeism

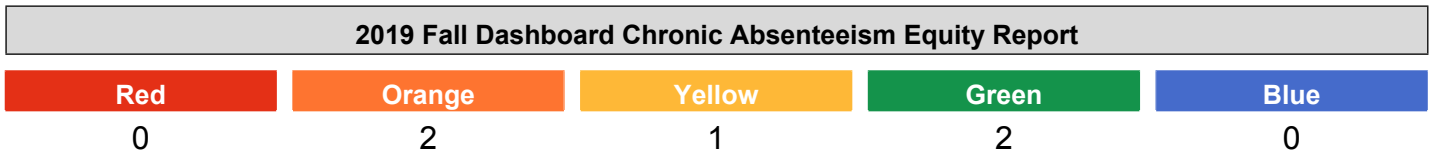
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 6.5 Increased +0.5 694	<p>English Learners</p> Orange 6.2 Increased Significantly +4 259	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 6.3 Maintained -0.1 586	<p>Students with Disabilities</p> Green 2.9 Maintained -0.4 69

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.3 Declined -5.2 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 6.7 Increased +6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5 Increased +0.5 584	 No Performance Color 6.7 Increased +6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4.7 Declined -4.2 43

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Conditions & Climate Suspension Rate

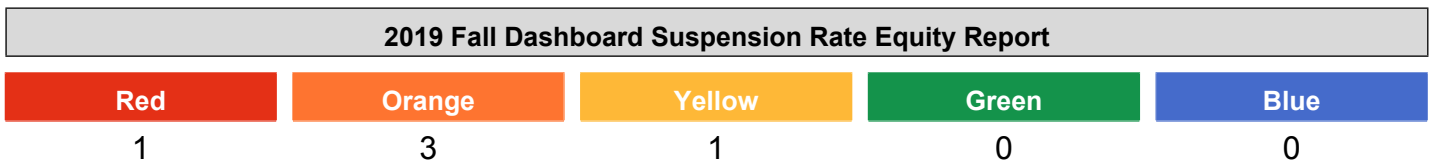
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.1</p> <p>Increased +1.2</p> <p>719</p>	<p>English Learners</p> <p>Orange</p> <p>1.5</p> <p>Increased +1.5</p> <p>264</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>8</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.3</p> <p>Increased +1.6</p> <p>608</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.3</p> <p>Declined -0.5</p> <p>69</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; display: inline-block;">16.7</div> Increased +12.5 24	 No Performance Color Less than 11 Students - Data <div style="background-color: #ccccff; padding: 5px; display: inline-block;">2</div>	 No Performance Color <div style="background-color: #ccccff; padding: 5px; display: inline-block;">0</div> Maintained 0 16	 No Performance Color Less than 11 Students - Data <div style="background-color: #ccccff; padding: 5px; display: inline-block;">10</div>
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #ccccff; padding: 5px; display: inline-block;">2.2</div> Increased +0.7 601	 No Performance Color <div style="background-color: #ccccff; padding: 5px; display: inline-block;">6.7</div> Declined -2.4 15	 No Performance Color Less than 11 Students - Data <div style="background-color: #ccccff; padding: 5px; display: inline-block;">2</div>	 Red <div style="background-color: #ccccff; padding: 5px; display: inline-block;">8.2</div> Increased +6 49

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	3.1

Conclusions based on this data:

1. See Identified Need Goals #1-4

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Goal 1

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Identified Need

CAASPP scores from the 20-21 school year in ELA and math indicate that students have experienced significant learning loss from missed school due to the COVID-19 pandemic. Test scores in in ELA and math show a substantial decline from most recent previous state testing (the 2019 California School Dashboard.)

English Learners, African American students, and students with disabilities showed the most serious declines in both ELA and math.

There is a need to provide students with a strong cored educational program along with significant supplemental/after-hours intervention and instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) All Students	35% Proficient	42% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) African American	0% Proficient	10% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Hispanic	35.29% Proficient	41% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) English Learners	19.23% Proficient	24% Proficient
2021 California Assessment of Student Performance and	31.25% Proficient	36% Proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress Results: ELA (Internal Data) Economically Disadvantaged		
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Students with Disabilities	8.7% Proficient	10% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) All Students	18.45% Proficient	24% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) African American	9.09% Proficient	14% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) Hispanic	17.9% Proficient	24% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) English Learners	8.33% Proficient	15% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) Economically Disadvantaged	16.13% Proficient	23% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) Students with Disabilities	0% Proficient	10% Proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement standards based reading and mathematics instruction incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks for California public schools and HESD ELA Pacing Guide.

The analysis of data from district and site assessments will be reviewed weekly during school site collaboration, utilizing the formative assessment cycle to inform future instruction. Teachers will utilize the formative assessment cycle to make decisions about reteaching, small group instruction, and if students will need additional supports or extensions with learning the essential standards. Site leadership and teachers monitor instruction and district/site assessments.

Reading Language Arts (including reading, writing, grammar, spelling, read aloud, and shared reading/close reading) teaching points will be derived from the Common Core Standards and in place in all classrooms.

ELA Assessments may include: Benchmarks, CARS, CAP, and IRL's, IAB's, Sight Word Assessments, Writing Assessments, Phonemic Awareness, Alphabetic Principle, Letters/Sounds, and any electronic APP assessments such as those from our supplemental digital content such as Lexia, RazKids, and Khan Academy.

Students will participate in explicit mathematics instruction and will increase understanding towards mastery of math standards.

Math Assessments may include: Benchmarks, topic tests, IAB's, math facts, and any electronic APP assessments such as those from our supplemental digital content such as Reflex and Khan Academy.

The leadership team will monitor
Assessment Data
Formative math assessments
Intervention Data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
34,800	School Wide Program (SWP) 4000-4999: Books And Supplies Instructional Supplies/Materials
7,184	LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies/Materials
36,467	School Wide Program (SWP) 4000-4999: Books And Supplies Books/Leveled Books/Library Books/eBooks
5,000	School Wide Program (SWP) 4000-4999: Books And Supplies

	Library Books
27,526	School Wide Program (SWP) 4000-4999: Books And Supplies Supplemental Math Materials
2,500	School Wide Program (SWP) 4000-4999: Books And Supplies LMT Books Supplies Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

High Needs Students

Strategy/Activity

Provide differentiated instruction, and increasing levels of intervention to identified students. Targeted students in all grades will receive weekly supplemental instruction to support current work in mathematics and language arts. These sessions may be during school hours, before or after school, or during the school lunch hour.

As students demonstrate a need for additional support, they receive increasingly more targeted and intensive help. Responding to academic needs through a Multitiered system of supports, ensures students receive the additional time and support needed to learn at high levels. Tier 2, supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through differentiated instruction/small group instruction.

As students demonstrate a need for additional support, beyond what Tier 2 supplemental interventions/small group instruction can provide, students are identified as Tier 3 and needing intensive supports/interventions. Tier 3 students need an intensive remediation in universal skills that goes above what students receive in Tier1 (core instructional program) and Tier 2 (Small group instruction).

Students (including English Learners) will participate in explicit instruction in reading and math and make appropriate academic growth.

Teachers and site leadership will monitor student progress of reading skills by trimester. Reading level collection data.

Assessment Results (i.e running records, BM data, classroom assessments)

Teacher feedback.

Report to Parents

Formative & Summative math assessments (Common Assignments) developed to assess student understanding of mathematics standards taught.

Supplemental Digital Content/APP reports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,000

Source(s)

Expanded Learning Opportunities Grant

	1000-1999: Certificated Personnel Salaries Teacher Overcontract for Intervention/
30,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Teacher Over Contract for Tutoring

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.

Supplemental digital content through centralized services includes:

IVS Computer Technology (SMART Notebook)

Lexia Learning

Kahn Academy

Flocabulary

Discover Education

Learning A-Z

Seesaw Learning

Adobe Creative Cloud for Students (SHI)

Zoom

BrainPop

School City (Illuminate)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,420

Source(s)

School Wide Program (SWP)
5800: Professional/Consulting Services And
Operating Expenditures
Digital Subscriptions (Reading A-Z, Brain Pop,
etc.)

27,865

Title I Centralized Service
5000-5999: Services And Other Operating
Expenditures
Digital Content (Subscriptions) and software for
students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students participate in a variety of enrichment activities, during or after school, that are designed to enhance learning by integrating content instruction with hands-on activities.

Grade level teams will collaborate to develop clubs, activities, assemblies, guest speakers, virtual study trips that align to grade level content/themes and support increased level of background knowledge and vocabulary development.

Students will attend participate in clubs and activities, assemblies, guest speaker visits, virtual study trips, and study trips to support standards-based instruction. Students will gain an increased level of background knowledge and vocabulary development resulting in increased achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

School Wide Program (SWP)
1000-1999: Certificated Personnel Salaries
Teacher Overcontract for Extended Learning
Opportunities/Science Olympiad

2,500

School Wide Program (SWP)
4000-4999: Books And Supplies
Supplies and Materials for Extended Learning
Opportunities/Science Olympiad

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Integrated ELD
(Core Program ELD/EL Support)

The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.

EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a

handicap.

Integrated ELD:

- Includes intentional supports and scaffolds that happen by design
- Is planned in advance as part of the lesson to eliminate barriers to learning
- Often includes a preview or pre-teach to build background knowledge for the topic
- May include small group
- Provides connections to what students already know
- Often includes hands on activity and discussion (with language supports as needed)
- May include the use of charts and graphic organizers

Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD.

ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.

A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.

A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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None Specified
None Specified
Director of Curriculum (Core Program funded with LCFF)

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None Specified
None Specified
School Site Learning Director (Core Program funded with LCFF)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated ELD
(Core Program)

EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.

Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program.

Dedicated ELD Time Block:

Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.

Identify Students' ELD Level:

Students' ELD level will be appropriately and promptly identified. All school sites will locally score the CELDT annually.

EL Deployment School Site:

School site leadership teams will use the results of assessments including local scoring of the CELDT, and district formative assessments to plan deployments to ensure that EIs are instructed at their ELD level.

EL Deployment LEA:

District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.

Monitor ELD Deployment:

The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

None Specified
 None Specified
 Director of Curriculum (Core Program funded with LCFF)

[Empty box for Amount(s)]

None Specified
 None Specified
 School Site Learning Director (Core Program funded with LCFF)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Trimester Monitoring of ELs
 Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on CELDT scores, results of district benchmark and formative assessments, student work samples, and teacher observations.

Upload EL Documentation:
 Once each trimester teachers will upload documentation of each EL student's progress to a master database.

School Site Progress Monitoring
 School site leadership will access the master database to monitor the progress of EL students.

Identify Students At Risk of LTEL:
 The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.

Data Analysis
 Data, including local scoring of CELDT, information from the master EI database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.

Intervention for At Risk LTEL:
 Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.

Monitor Progress LTEL:
 The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

None Specified
None Specified
Core Program: Not Supported with Federal Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplemental, After-Hours ELD Instruction
English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.
After-School ELD:
Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.

EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.

Recruit Teachers:
Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)

Monitor After School ELD:
The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title III
None Specified
Funding for this strategy/activity is detailed in the LCAP Federal Addendum Spending Plan

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2020-2021, students attended school through distance learning and/or attended school in-person. Schools reopened, then were forced to close due to the COVID-19 pandemic, at several points during the 2020-2021 school year.

8/13/2020 to 11/6/2020 schools were closed due to COVID-19 and all students were in distance learning.

11/9/2020 to 12/10/2020 schools reopened for in-person instruction for families who chose this for option their children.

12/10/2020 to 1/29/21 schools were forced to close due to the numbers of staff and students who had COVID-19 (positive test or symptomatic). All students returned to distance learning.

2/1/2021 Schools once again reopened for in-person instruction for families who chose this option for their children. During the period after 2/1/21, numerous individual classes had to be closed for up to ten days due to students of staff with COVID (positive test or symptomatic).

Despite these challenges, the strategies/activities under Goal #1 were well implemented. All students received standards aligned instruction in ELA and math. Struggling students were identified and provided with interventions. Students who are English learners were provided with designated and integrated ELD.

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

Although the strategies/activities in the plan were implemented, emergency funding, both federal and state, was used to support many of the activities in this school plan. Struggling students received interventions through the Governors Emergency Education Relief fund (GEER) and through the Learning Loss Mitigation Fund (LLM). Supplies, materials, digital content, computers and other supports were provided/funded through the Coronavirus Response and Relief Supplemental Appropriations Act (CARES Act). Therefore, while the activities in the plan were implemented, not all of the funds were expended.

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 strategies/activities will under this goal will continue into the next school year, but with a focus on the return to in-person instruction and providing interventions and support to students who have experienced learning loss.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will support teachers and staff with professional development, training, and collaboration time.

Goal 2

The school will support teachers and staff with professional development, training, and collaboration time.

Identified Need

The COVID-19 pandemic is placing strain on the district's/school's professional development programs. Both learning directors and instructional coaches are being called upon frequently to cover classrooms due to a high rate of teacher absenteeism due to the COVID-19 pandemic coupled with a severe substitute teacher shortage.

Students have experienced significant learning loss due to missed school. Students are also experiencing increased social emotional needs due to the effects of the pandemic.

There is a need to provide teachers with support, including professional development, in mitigating learning loss and supporting students' increased social emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Led Professional Development	All Teachers Receive Professional Development	All Teachers Receive Professional Development
School Site Led Professional Development	The School Provides Opportunities for Professional Development	The School Provides Opportunities for Professional Development
Teacher Collaboration	Teachers Attend Collaboration Each Wednesday	Teachers Attend Collaboration Each Wednesday

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and administrators will participate in district professional development and site based systematic professional development.

Teachers will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site.

Teachers are provided with collaboration time on student early release days.

Teachers will understand and effectively implement the collaboration protocol used in a professional learning community.

Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention.

Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs).

Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs.

As needed (based on data) coaching will include focus on EL strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Substitutes for PD Release
2,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Teacher Overcontract for PD
5,000	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Professional Development (e.g. Staff Developers Tulare Co. Office of Ed.) Bringing Staff Developer to the School Site
1,000	School Wide Program (SWP) 4000-4999: Books And Supplies Professional Texts

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing,

mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement
 Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
85,060	Title I Centralized Service 1000-1999: Certificated Personnel Salaries School Site Portion of Seven Instructional Coaches
1,667	Title I Centralized Service 5000-5999: Services And Other Operating Expenditures School Site Portion for Mileage Seven Instructional Coaches

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22,177	Title I Centralized Service 1000-1999: Certificated Personnel Salaries School Site Portion of Two Induction Coaches

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2020-2021, schools reopened, then were forced to close due to the COVID-19 pandemic, at several points during the 2020-2021 school year.

8/13/2020 to 11/6/2020 schools were closed due to COVID-19 and all students were in distance learning.

11/9/2020 to 12/10/2020 schools reopened for in-person instruction for families who chose this for option their children.

12/10/2020 to 1/29/21 schools were forced to close due to the numbers of staff and students who had COVID-19 (positive test or symptomatic). All students returned to distance learning.

2/1/2021 Schools once again reopened for in-person instruction for families who chose this option for their children. During the period after 2/1/21, numerous individual classes across the district's schools had to be closed for up to ten days due to students of staff with COVID (positive test or symptomatic).

All in-person professional development was cancelled for the 2020-2021 school year. Teachers were provided with some professional development via Zoom or other platforms, but the school's and the district's planned professional development program was largely put on hold in 2020-2021. In order to meet the emergency need for additional staff to provide social distancing in classrooms during periods of in-person learning, the team of instructional coaches were temporarily tasked with teaching in classrooms. (Note that instructional coaches were not funded from this school plan during these periods.)

The activities under this goal were implemented to the degree possible during the COVID-19 pandemic.

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

Because the district's and school's professional development program was largely put on hold due to the COVID-19 pandemic, and because instructional coaches were temporarily tasked with teaching in classrooms and not funded through this school plan, not all of the funds under this goal were expended in 2020-2021.

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

There will be an urgent need to restart the district's and school's professional development program in 2021-2022. There will be a need to provide professional development around mitigating students' learning loss, while at the same time, providing grade-level standards aligned instruction.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Goal 3

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Identified Need

Suspension rates from the 19-20 school year were at or near pre-COVID rates. (Note that students were attending school via distance learning for a substantial part of 20-21.

Mid-year internal data shows that suspension rates are below pre-COVID levels for the same time period (August through December).

The COVID-19 pandemic continues to cause a substantial amount of missed school for many students. (Chronic absenteeism data will not be reported on the 21-22 school plan due to the COVID pandemic.)

There is a need to continue providing students with social and emotional supports to keep them engaged in school and attending school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) All Students	3.3% Suspension Rate	3.0% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) African American	5.6% Suspension Rate	5.6% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) Hispanic	3.1% Suspension Rate	2.8% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest	9.5% Suspension Rate	9.0% Suspension Rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(https://dq.cde.ca.gov/dataquest/) White		
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) English Learners	2.8% Suspension Rate	2.5% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) Migrant Students	3.3% Suspension Rate	3.0% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) Economically Disadvantaged	3.9% Suspension Rate	3.6% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest (https://dq.cde.ca.gov/dataquest/) Students with Disabilities	1.5% Suspension Rate	3.0% Suspension Rate
Note: Due to the COVID-19 pandemic, chronic absenteeism will not be reported in the 2021-2022 school plan.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide all students with activities to promote good attendance, strong character, school pride and good behavior that promote a school environment where students feel safe emotionally and physically.

Students will be provided opportunities to earn incentives, rewards, and activities to promote good attendance and behavior in support of improved student achievement. Students will participate in activities, during and/or after school, that are designed to enrich their experience at school,

motivate them to come to school every day, add value to their lives, and promote character development. Activities to support good attendance, strong character may include:

- Character Expectations Presentations
- Good Attendance Incentives/rewards and activities
- Behavior incentives/rewards and activities
- Social Emotional Learning (SEL Curriculum)
- Structured Activities
- Student Store
- Student of the Month
- Trimester Reward Activities
- End of the Year Behavior Reward Activities
- Student/Parent Conferences
- Parent Outreach
- Home Visits

Students will have the opportunity to participate in structured physical education, enrichment activities that support the California content standards. The enrichment program will include opportunity for physical activity beyond our normal daily instructional minutes.

Bilingual Clerk Typist/Student Specialist monitors attendance data and makes parent contacts to promote good attendance and assist with communication and intervention for students with attendance difficulty

- Student Specialist and Site leadership will monitor Classrooms for attendance.
- Monthly reports of attendance
- Monthly reports of students on Behavior Intervention Plans
- Behavior Reports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Overcontract for School Climate Activities
3,228	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food Incentives for Students (District Kitchen)
5,000	School Wide Program (SWP) 2000-2999: Classified Personnel Salaries Classified Overcontract/Salary for School Climate Activities
2,500	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures

	Consultants for Student Activities, Character Building, Rewards, PBIS, SEL
5,000	School Wide Program (SWP) 4000-4999: Books And Supplies Supplies and Materials to Support School Climate Activities and Student Supports
6,304	LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies/Materials/Enrichment Activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

High Needs Students

Strategy/Activity

Identify students with attendance or behavior challenges and provide them with additional support. If the student is not responsive to the intervention in the primary tier (Tier1), more intensive behavioral intervention is provided in Tier 2, or a highly individualized plan is developed for the student who needs more intensive supports in Tier 3.

The School Site teams will collaborate to analyze and monitor at-risk students (Tier 2 and Tier 3) and provide supplemental supports in reference to behavior or attendance. Activities to support identified students can include:

Check-In Check-Out System

Implementation of recess and lunch-time structured activities

Informal Behavior Contracts.

Formal Behavior Intervention Plans

Parent Outreach/Community Resource Support Programs

Home Visits

Behavior Social Groups (Small group teaching opportunities)

Counseling Opportunities aligned with identified student behavior needs.

PEI referrals for outside counseling services.

Student Specialist, Support Staff and teachers will monitor student formal and informal behavior contracts and reward students for appropriate behaviors.

Leadership team to meet and monitor/revise positive school culture structures on campus.

Increase student attendance and promote good citizenship by monitoring and rewarding good attendance, good behavior, and successful completion of behavior intervention contracts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

School Wide Program (SWP)
4000-4999: Books And Supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students/High Needs Students

Strategy/Activity

Implement a social/emotional course of study that supports students and staff in order to to acquire and apply the knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions. Improved social/emotional skills and decision making will lead to an increase in academic achievement. The social-emotional learning (SEL) system will be designed to help leadership, staff and students strengthen their social-emotional skills and create a positive and supportive school climate. This will also include increasing the neighborhood to school connection to build school pride and encourage a positive school community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,938

Source(s)

School Wide Program (SWP)
4000-4999: Books And Supplies
Supplies and Materials to Support Social
Emotional Learning (SEL)

Annual Review**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2020-2021, students attended school through distance learning and/or attended school in-person. Schools reopened, then were forced to close due to the COVID-19 pandemic, at several points during the 2020-2021 school year.

8/13/2020 to 11/6/2020 schools were closed due to COVID-19 and all students were in distance learning.

11/9/2020 to 12/10/2020 schools reopened for in-person instruction for families who chose this for option their children.

12/10/2020 to 1/29/21 schools were forced to close due to the numbers of staff and students who had COVID-19 (positive test or symptomatic). All students returned to distance learning.

2/1/2021 Schools once again reopened for in-person instruction for families who chose this option for their children. During the period after 2/1/21, numerous individual classes across the district's schools had to be closed for up to ten days due to students of staff with COVID (positive test or symptomatic).

The team of nurses, counselors, social workers, learning directors, student specialists, and vice principals served students during periods of in-person and distance learning. These staff conducted extensive outreach including electronic communication, phone calls, and home visits to ensure students participated in distance learning activities. School site leadership developed and implemented re-engagement plans for any student who did not participate in distance learning 3 or more days in any given week. These plans included parent/family contact, identification of barriers to participation (including social and emotional barriers), and a description of efforts that would be made to mitigate these barriers. As part of this outreach effort, students and families in need of mental health and/or social emotional support were identified and served.

Teachers developed strong relationships with their students even during extended periods of remote learning. Many students experiencing social/emotional needs were able to communicate these needs to their teachers even in distance learning. These students were provided support.

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

Although the strategies/activities in the plan were implemented, emergency funding, both federal and state, was used to support many of the activities in this school plan. Therefore, not all funds under this goal were expended.

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 impact on students' social/emotional wellbeing as a result of the repeated forced closures of the district's schools due to the COVID-19 pandemic is difficult to fully measure at this point in time, but anecdotal evidence indicates it may be substantial. There are significant numbers of students who will be in first and even second grade next year who will have never attended school in-person. Many low-income, English learner, and foster youth students have missed opportunities for the types of social interaction that fosters friendships and builds social skills. There will be a great need to provide students, especially low-income, English learners and foster youth, with an array of support services designed to reduce the barriers that can stand in the way of learning and lead to absenteeism and discipline incidents. There will be a need to continue and build upon services and programs for students to support social emotional wellbeing and to promote good school attendance and behavior.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Communication between schools and home will be regular and meaningful.

Goal 4

Communication between schools and home will be regular and meaningful.

Identified Need

In order for parents/guardians to actively participate in their children's education, there is a need for home to school communication and parent/guardian involvement:

Parents need information and training to help their children achieve in school.

The HESD Parent Survey indicates that a majority of parents agree or strongly agree with the statements:

"The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting ELA and math standards."

"When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school"

There is a need to continue providing parents with information on their child's progress and with assistance when they have questions about their students' work.

Students whose parents are informed about their children's progress in school achieve at higher levels.

Parents have a right to be involved in the decision-making process at the school and district levels. (California Education Code 52062-52063) There is a continuing need to involve parents in the decision-making process through school site council, district English learner advisory committee, and parent advisory committee.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent conferences.	2017-2018 Parent Conference Attendance: 98.5%	2018-2019 Parent conference attendance rate will be at least 95%.
Percentage of parents who Agree/Strongly Agree with the statement: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports,	2017-2018 HESD Parent Survey--I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.) Agree/Strongly Agree: 95%	HESD Parent Survey 2018-2019: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.) Agree/Strongly Agree will be at least 90%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
etc.) on the Annual HESD Parent Survey		
Percentage of parents who Agree/Strongly Agree with the statement: There are adequate opportunities for me to become involved in my child's school on the Annual HESD Parent Survey	2017-2018 HESD Parent Survey--There are adequate opportunities for me to become involved in my child's school. Agree/Strongly Agree: 94%	HESD Parent Survey 2018-2019: There are adequate opportunities for me to become involved in my child's school. Agree/Strongly Agree will be at least 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a variety of parent education and outreach activities. Provide parent education opportunities and materials focused on improving literacy skills, math skills, computer literacy, student discipline, attendance, and planning for higher education. Once each trimester, grade level teams will design activities, trainings, and workshops to offer parents in order to increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Teacher Overcontract for Parent Involvement Activities
11,000	School Wide Program (SWP) 4000-4999: Books And Supplies Supplies Materials for Parent Involvement
1,000	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food for Parent Involvement Activities (District Kitchen)
2,272	School Wide Program (SWP) 4000-4999: Books And Supplies Books for Parent Involvement Activities

217	School Wide Program (SWP) 5700-5799: Transfers Of Direct Costs Print Shop for Parent Involvement
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Food for Parent Involvement Activities (Outside Vendors)
2,500	School Wide Program (SWP) 5800: Professional/Consulting Services And Operating Expenditures Instructional Consultant Parent Involvement Activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ongoing communication with parents about their students' progress. Parents will be informed of students' academic and social progress via bi-weekly progress reports or online grade book.

Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social and English skills

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	School Wide Program (SWP) 2000-2999: Classified Personnel Salaries Translator Parent Conferences
2,741	Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures Software for Parent Communication

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 2020-2021, students attended school through distance learning and/or attended school in-person. Schools reopened, then were forced to close due to the COVID-19 pandemic, at several points during the 2020-2021 school year.

8/13/2020 to 11/6/2020 schools were closed due to COVID-19 and all students were in distance learning.

11/9/2020 to 12/10/2020 schools reopened for in-person instruction for families who chose this for option their children.

12/10/2020 to 1/29/21 schools were forced to close due to the numbers of staff and students who had COVID-19 (positive test or symptomatic). All students returned to distance learning.

2/1/2021 Schools once again reopened for in-person instruction for families who chose this option for their children. During the period after 2/1/21, numerous individual classes across the district's schools had to be closed for up to ten days due to students of staff with COVID (positive test or symptomatic).

During each of the periods when schools were open for in-person instruction, parents were given the option, via online surveys, to have their students return to school or to remain in distance learning. Approximately 70% of parents chose to have their students return to school.

Approximately 30% of parents kept their children in distance learning.

School leaders along with individual teachers made extensive use of the district's online communication tools including Remind, Zoom, and Teams to communicate with families. The district and school made extensive use of its website to provide information about the COVID-19 pandemic, school closures and reopenings. The school used its website to collect survey information regarding parents' choice to have their students' return to school in the event of a reopening, or to remain in distance learning. Nearly all parents responded to surveys regarding their choices for distance learning/in-person instruction for periods when schools were open. The district initiated a Facebook feed as another layer of communication.

School site staff conducted extensive outreach including electronic communication, phone calls, and home visits to ensure students participated in distance learning activities. School site leadership developed and implemented re-engagement plans for any student who did not participate in distance learning 3 or more days in any given week. These plans included parent/family contact, identification of barriers to participation, and a description of efforts that would be made to mitigate these barriers.

The district superintendent provided regular updates to the public on the status of school closures/reopenings, and plans for the safe safe reopening of schools at bi-monthly board meetings. All board meetings were live-streamed.

The school site resumed holding school site council meetings via Zoom. District Parent Advisory Committee and District English Learner Advisory Committees resumed meeting via Zoom.

The school's parent conference attendance rate was 100% with parent/teacher conferences being held via Zoom.

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

Although the strategies/activities in the plan were implemented, emergency funding, both federal and state, was used to support many of the activities in this school plan. Therefore, while the activities in the plan were implemented, not all of the funds were expended.

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 school will continue to provide support, outreach, and education for parents in the next school year. The school will continue to give parents a voice in the programs and activities that are developed and implemented in the next school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$136,336
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$417,366.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
School Wide Program (SWP)	\$228,140.00
Title I Centralized Service	\$139,510.00

Subtotal of additional federal funds included for this school: \$367,650.00

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 (\$)
Expanded Learning Opportunities Grant	\$30,000.00
LCFF - Supplemental	\$19,716.00

Subtotal of state or local funds included for this school: \$49,716.00

Total of federal, state, and/or local funds for this school: \$417,366.00

School Site Council Membership

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

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

Name of Members	Role
Cruz Sanchez-Leal	Principal
Kelly Bekedam (2023)	Other School Staff
Ashley Perico (2023)	Classroom Teacher
Jaime Camacho (CDS) (2023)	Classroom Teacher
Ariela Dzerigian (2023)	Classroom Teacher
Sandy Virrueta (2023)	Parent or Community Member
John Lohse (2023)	Parent or Community Member
April Mapes (2023)	Parent or Community Member
Maria Del Luz Luna (2023) (EL)	Parent or Community Member
Cynthia Rivera (2021) (EL)	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.

ELAC Membership

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cruz Sanchez	X				
Elizabeth Sasselli		X			
Dulce Palma				X	
Cynthia Rivera				X	
Numbers of members of each category:					

There is no specific requirement for the size of ELAC. The members must represent at least the same percentage of English learners at the site. ELAC can delegate its roles and responsibilities to School Site Council only after the ELAC committee has been voted on and trained in the roles and responsibilities. If a favorable vote is taken, then the SSC must then be trained in their new roles and responsibilities representing ELAC. SSC must then agree to accept the duties of the ELAC. The SSC must have parents of EL students on the council. This process must be documented.

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



Other: Community Day School: Doug Carlton, Director of Program Development, Assessment and Accountability 5/3/2021

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 5/3/2021.

Attested:



Principal, Cruz Sanchez, Ed.D. on 5/3/2021



SSC Chairperson, Cruz Sanchez Ed. D. on 5/3/2021