

# 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
George Washington Elementary School	6108815	3/7/2022	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%	%		0	
African American	3.54%	3.91%	4.6%	18	20	22
Asian	%	0.2%	0.4%		1	2
Filipino	%	0%	0.2%		0	1
Hispanic/Latino	75%	74.76%	70.2%	381	382	335
Pacific Islander	%	0%	%		0	
White	16.14%	15.46%	18.9%	82	79	90
Multiple/No Response	%	0.39%	5.0%		27	24
	<b>Total Enrollment</b>			508	511	477

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	81	65
Grade 1	66	75	71
Grade 2	85	66	68
Grade3	69	82	61
Grade 4	66	69	80
Grade 5	74	66	67
Grade 6	66	72	65
<b>Total Enrollment</b>	508	511	477

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	102	89	79	20.1%	17.4%	16.6%
Fluent English Proficient (FEP)	13	17	4	2.6%	3.3%	0.8%
Reclassified Fluent English Proficient (RFEP)	9	6	0	9.0%	5.9%	0.0%

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	65	67	63	64	67	42	64	67	41	98.5	100	66.7
Grade 4	73	63	92	73	63	45	73	63	45	100	100	48.9
Grade 5	62	76	46	62	76	45	62	76	45	100	100	97.8
Grade 6	59	64	86	59	64	75	59	64	68	100	100	87.2
All Grades	259	270	287	258	270	207	258	270	199	99.6	100	72.1

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	2416.	2416.	2350.	25.00	22.39	4.88	15.63	20.90	14.63	29.69	28.36	21.95	29.69	28.36	58.54
Grade 4	2459.	2442.	2456.	19.18	14.29	20.00	30.14	25.40	31.11	20.55	20.63	22.22	30.14	39.68	26.67
Grade 5	2438.	2466.	2462.	6.45	9.21	13.33	20.97	28.95	20.00	17.74	21.05	22.22	54.84	40.79	44.44
Grade 6	2523.	2507.	2474.	11.86	6.25	8.82	35.59	37.50	19.12	32.20	31.25	29.41	20.34	25.00	42.65
All Grades	N/A	N/A	N/A	15.89	12.96	11.56	25.58	28.15	21.11	24.81	25.19	24.62	33.72	33.70	42.71

### 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	10.94	22.39	4.88	50.00	44.78	41.46	39.06	32.84	53.66
Grade 4	24.66	17.46	20.00	49.32	44.44	53.33	26.03	38.10	26.67
Grade 5	1.61	15.79	13.33	45.16	44.74	46.67	53.23	39.47	40.00
Grade 6	11.86	12.50	12.31	54.24	45.31	44.62	33.90	42.19	43.08
All Grades	12.79	17.04	12.76	49.61	44.81	46.43	37.60	38.15	40.82

### 2019-20 Data:

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	23.44	13.43	5.00	40.63	58.21	32.50	35.94	28.36	62.50
<b>Grade 4</b>	13.70	9.52	9.09	52.05	52.38	61.36	34.25	38.10	29.55
<b>Grade 5</b>	14.52	14.47	17.78	41.94	55.26	51.11	43.55	30.26	31.11
<b>Grade 6</b>	22.03	15.63	11.94	55.93	67.19	38.81	22.03	17.19	49.25
<b>All Grades</b>	18.22	13.33	11.22	47.67	58.15	45.41	34.11	28.52	43.37

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.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	23.44	19.40	2.44	62.50	62.69	70.73	14.06	17.91	26.83
<b>Grade 4</b>	15.07	15.87	13.33	72.60	60.32	68.89	12.33	23.81	17.78
<b>Grade 5</b>	8.06	5.26	8.89	46.77	56.58	75.56	45.16	38.16	15.56
<b>Grade 6</b>	15.25	9.38	7.69	62.71	57.81	72.31	22.03	32.81	20.00
<b>All Grades</b>	15.50	12.22	8.16	61.63	59.26	71.94	22.87	28.52	19.90

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	34.38	23.88	2.44	42.19	50.75	65.85	23.44	25.37	31.71
<b>Grade 4</b>	23.29	9.52	17.78	58.90	61.90	75.56	17.81	28.57	6.67
<b>Grade 5</b>	14.52	17.11	13.33	45.16	44.74	51.11	40.32	38.16	35.56
<b>Grade 6</b>	37.29	21.88	14.71	47.46	54.69	66.18	15.25	23.44	19.12
<b>All Grades</b>	27.13	18.15	12.56	48.84	52.59	64.82	24.03	29.26	22.61

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. 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	65	67	63	65	67	42	65	67	42	100	100	66.7
Grade 4	73	63	92	73	63	47	73	62	47	100	100	51.1
Grade 5	62	76	46	62	76	44	62	76	44	100	100	95.7
Grade 6	59	64	86	59	64	76	59	64	71	100	100	88.4
All Grades	259	270	287	259	270	209	259	269	204	100	100	72.8

\* 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	2419.	2422.	2338.	10.77	14.93	0.00	21.54	32.84	9.52	40.00	22.39	23.81	27.69	29.85	66.67
Grade 4	2449.	2441.	2432.	5.48	3.23	2.13	23.29	24.19	17.02	45.21	40.32	46.81	26.03	32.26	34.04
Grade 5	2412.	2445.	2422.	0.00	2.63	2.27	4.84	10.53	11.36	24.19	31.58	18.18	70.97	55.26	68.18
Grade 6	2524.	2481.	2464.	25.42	9.38	4.23	15.25	14.06	9.86	30.51	32.81	36.62	28.81	43.75	49.30
All Grades	N/A	N/A	N/A	10.04	7.43	2.45	16.60	20.07	11.76	35.52	31.60	32.35	37.84	40.89	53.43

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	27.69	29.85	2.38	38.46	35.82	38.10	33.85	34.33	59.52
Grade 4	12.33	11.29	4.26	36.99	37.10	40.43	50.68	51.61	55.32
Grade 5	3.23	7.89	0.00	16.13	25.00	36.36	80.65	67.11	63.64
Grade 6	32.20	14.29	7.14	30.51	23.81	45.71	37.29	61.90	47.14
All Grades	18.53	15.67	3.94	30.89	30.22	40.89	50.58	54.10	55.17

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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	16.92	11.94	0.00	47.69	53.73	33.33	35.38	34.33	66.67
<b>Grade 4</b>	9.59	9.68	0.00	58.90	48.39	72.34	31.51	41.94	27.66
<b>Grade 5</b>	1.61	5.26	4.55	25.81	38.16	36.36	72.58	56.58	59.09
<b>Grade 6</b>	23.73	7.81	2.82	35.59	42.19	45.07	40.68	50.00	52.11
<b>All Grades</b>	12.74	8.55	1.96	42.86	45.35	47.06	44.40	46.10	50.98

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	16.92	25.37	0.00	58.46	50.75	69.05	24.62	23.88	30.95
<b>Grade 4</b>	17.81	12.90	8.51	50.68	50.00	63.83	31.51	37.10	27.66
<b>Grade 5</b>	0.00	2.63	2.27	38.71	48.68	50.00	61.29	48.68	47.73
<b>Grade 6</b>	22.03	10.94	5.63	35.59	40.63	54.93	42.37	48.44	39.44
<b>All Grades</b>	14.29	12.64	4.41	46.33	47.58	58.82	39.38	39.78	36.76

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. 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
<b>K</b>	1415.0	1438.2	*	1428.8	1447.1	*	1382.7	1417.1	*	21	16	8
<b>1</b>	1482.3	1461.9	*	1486.0	1471.0	*	1478.2	1452.3	*	25	18	9
<b>2</b>	1501.2	1489.8	1486.0	1493.0	1483.1	1479.7	1509.1	1496.0	1491.9	14	24	14
<b>3</b>	*	1504.8	1481.5	*	1504.8	1481.3	*	1504.5	1481.1	*	13	15
<b>4</b>	1500.4	*	1539.0	1489.1	*	1542.3	1511.0	*	1535.2	11	5	30
<b>5</b>	1483.1	*	*	1466.9	*	*	1498.8	*	*	11	8	10
<b>6</b>	*	1500.6	*	*	1485.5	*	*	1514.8	*	*	12	9
<b>All Grades</b>										95	96	95

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 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
<b>K</b>	*	25.00	*	*	31.25	*	*	25.00	*	*	18.75	*	21	16	*
<b>1</b>	76.00	0.00	*	*	61.11	*	*	33.33	*	*	5.56	*	25	18	*
<b>2</b>	*	8.33	21.43	*	66.67	42.86	*	25.00	28.57		0.00	7.14	14	24	14
<b>3</b>		0.00	6.67	*	69.23	26.67		30.77	53.33	*	0.00	13.33	*	13	15
<b>4</b>	*	*	34.48	*	*	41.38	*	*	24.14		*	0.00	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		25.00	*	*	8.33	*	*	33.33	*	*	33.33	*	*	12	*
<b>All Grades</b>	37.89	9.38	20.43	32.63	52.08	34.41	18.95	27.08	36.56	*	11.46	8.60	95	96	93

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.

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
<b>K</b>	*	31.25	*	*	25.00	*	*	25.00	*	*	18.75	*	21	16	*
<b>1</b>	76.00	11.11	*	*	77.78	*	*	11.11	*	*	0.00	*	25	18	*
<b>2</b>	*	25.00	50.00	*	50.00	7.14	*	25.00	28.57		0.00	14.29	14	24	14
<b>3</b>	*	46.15	6.67	*	46.15	73.33		7.69	13.33	*	0.00	6.67	*	13	15
<b>4</b>	*	*	48.28	*	*	37.93	*	*	13.79		*	0.00	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		33.33	*	*	8.33	*	*	25.00	*		33.33	*	*	12	*
<b>All Grades</b>	48.42	30.21	33.33	29.47	42.71	45.16	14.74	18.75	17.20	*	8.33	4.30	95	96	93

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
<b>K</b>	*	6.25	*	*	56.25	*	66.67	25.00	*	*	12.50	*	21	16	*
<b>1</b>	60.00	0.00	*	*	44.44	*	*	44.44	*	*	11.11	*	25	18	*
<b>2</b>	*	12.50	14.29	*	41.67	57.14	*	37.50	21.43		8.33	7.14	14	24	14
<b>3</b>		7.69	0.00	*	30.77	33.33	*	53.85	33.33	*	7.69	33.33	*	13	15
<b>4</b>	*	*	10.34	*	*	37.93	*	*	44.83	*	*	6.90	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		0.00	*	*	33.33	*	*	16.67	*	*	50.00	*	*	12	*
<b>All Grades</b>	28.42	5.21	8.60	21.05	37.50	32.26	34.74	39.58	38.71	15.79	17.71	20.43	95	96	93

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
<b>K</b>	66.67	18.75	*	*	68.75	*	*	12.50	*	21	16	*
<b>1</b>	84.00	55.56	*	*	38.89	*		5.56	*	25	18	*
<b>2</b>	78.57	45.83	42.86	*	50.00	50.00		4.17	7.14	14	24	14
<b>3</b>		7.69	40.00	*	84.62	53.33		7.69	6.67	*	13	15
<b>4</b>	*	*	62.07	*	*	31.03	*	*	6.90	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		16.67	*	*	41.67	*	*	41.67	*	*	12	*
<b>All Grades</b>	53.68	30.21	44.09	38.95	58.33	47.31	*	11.46	8.60	95	96	93

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
<b>K</b>	*	31.25	*	*	56.25	*	*	12.50	*	21	16	*
<b>1</b>	72.00	5.56	*	*	94.44	*	*	0.00	*	25	18	*
<b>2</b>	*	8.33	21.43	*	91.67	64.29	*	0.00	14.29	14	24	14
<b>3</b>	*	84.62	20.00		15.38	60.00	*	0.00	20.00	*	13	15
<b>4</b>	*	*	62.07	*	*	34.48	*	*	3.45	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>	*	41.67	*	*	25.00	*		33.33	*	*	12	*
<b>All Grades</b>	47.37	31.25	38.71	40.00	60.42	53.76	12.63	8.33	7.53	95	96	93

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
<b>K</b>	*	6.25	*	80.95	87.50	*	*	6.25	*	21	16	*
<b>1</b>	76.00	11.11	*	*	72.22	*	*	16.67	*	25	18	*
<b>2</b>	*	12.50	42.86	*	79.17	42.86	*	8.33	14.29	14	24	14
<b>3</b>		7.69	0.00	*	69.23	33.33	*	23.08	66.67	*	13	15
<b>4</b>	*	*	6.90	*	*	79.31	*	*	13.79	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		0.00	*	*	41.67	*	*	58.33	*	*	12	*
<b>All Grades</b>	30.53	7.29	13.98	48.42	71.88	52.69	21.05	20.83	33.33	95	96	93

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
<b>K</b>	*	50.00	*	*	31.25	*	*	18.75	*	21	16	*
<b>1</b>	44.00	11.11	*	52.00	77.78	*	*	11.11	*	25	18	*
<b>2</b>	*	16.67	7.14	*	79.17	85.71		4.17	7.14	14	24	14
<b>3</b>		15.38	7.14	*	84.62	71.43	*	0.00	21.43	*	13	14
<b>4</b>	*	*	34.48	*	*	62.07	*	*	3.45	11	*	29
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		16.67	*	*	75.00	*		8.33	*	*	12	*
<b>All Grades</b>	34.74	18.75	17.39	55.79	70.83	69.57	*	10.42	13.04	95	96	92

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
<b>477</b>	<b>81.6</b>	<b>16.6</b>	<b>1.7</b>
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	79	16.6
Foster Youth	8	1.7
Homeless	13	2.7
Socioeconomically Disadvantaged	389	81.6
Students with Disabilities	25	5.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.6
American Indian or Alaska Native		
Asian	2	0.4
Filipino	1	0.2
Hispanic	335	70.2
Two or More Races	24	5.0
Native Hawaiian or Pacific Islander		
White	90	18.9

### Conclusions based on this data:

- 1.





# 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"><b>English Language Arts</b></p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 747 857 779">Yellow</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1247 747 1336 779">Green</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></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

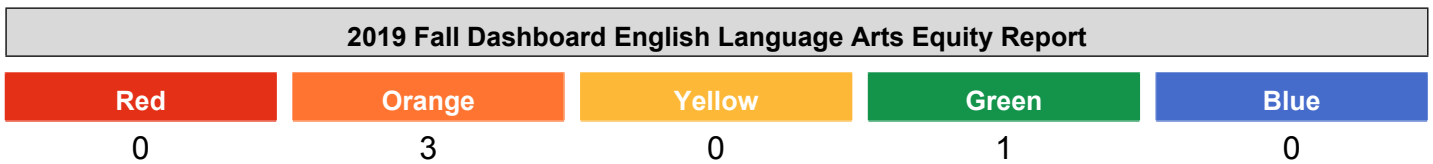
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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 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><b>All Students</b></p> Orange 23.6 points below standard Maintained -1 points 251	<p><b>English Learners</b></p> Orange 56.9 points below standard Declined Significantly -26 points 47	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p> Orange 33 points below standard Declined -5.5 points 209	<p><b>Students with Disabilities</b></p> No Performance Color 43.8 points below standard Increased Significantly ++33.2 points 17

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.5 points below standard 11	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.1 points below standard Maintained -2.5 points 190	 No Performance Color 1.2 points below standard 13	 No Performance Color 0 Students	 Green 6.6 points above standard Increased ++10.5 points 37

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
75.7 points below standard Declined -12 points 34	7.8 points below standard Declined Significantly -27 points 13	17.8 points below standard Increased ++4.1 points 200

**Conclusions based on this data:**

1. See Identified Need Goals #1-4

# School and Student Performance Data

## Academic Performance Mathematics

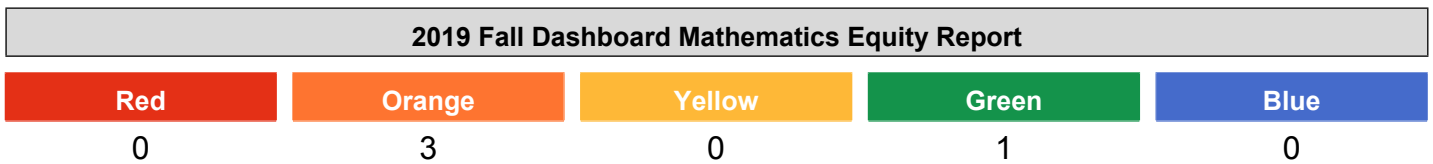
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p>Orange</p> <p>52.2 points below standard</p> <p>Declined -4.7 points</p> <p>251</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>92.4 points below standard</p> <p>Declined Significantly -31.1 points</p> <p>47</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>59.5 points below standard</p> <p>Declined -7.4 points</p> <p>209</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>64.5 points below standard</p> <p>Increased Significantly ++25.8 points</p> <p>17</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 73 points below standard 11			
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.6 points below standard Declined -6.3 points 190	 No Performance Color 39.9 points below standard 13		 Green 22.5 points below standard Increased ++10 points 37

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
102.1 points below standard Declined -7.2 points 34	67.2 points below standard Declined Significantly -57 points 13	45 points below standard Maintained 0 points 200

**Conclusions based on this data:**

1. See Identified Need Goals #1-4

# School and Student Performance Data

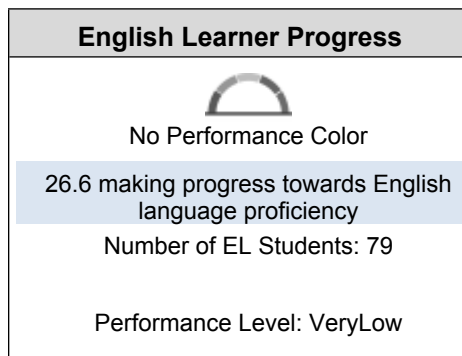
## Academic Performance English Learner Progress

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
26.5	46.8	2.5	24.0

#### 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	1	0

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><b>All Students</b></p>  Yellow 10.5 Declined -2.6 553	<p><b>English Learners</b></p>  Green 7.2 Declined -2.3 111	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color 47.1 Declined -10.1 17	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 11.2 Declined -2.8 466	<p><b>Students with Disabilities</b></p>  Red 22 Increased +11.7 41

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 17.4 Increased +4.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.3 Declined -2.2 406	 No Performance Color 3.6 Declined -23.4 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 10.5 Declined -1.2 95

**Conclusions based on this data:**

1. See Identified Need Goals #1-4

# School and Student Performance Data

## Conditions & Climate Suspension Rate

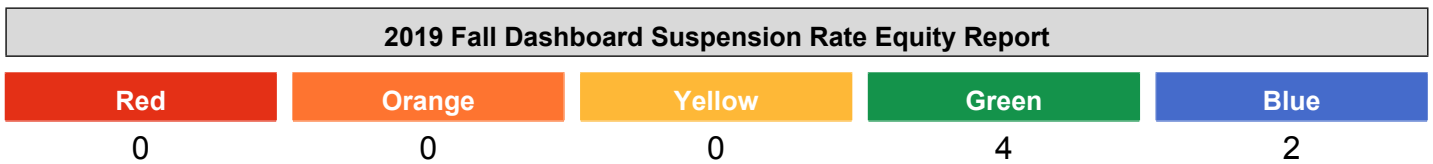
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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><b>All Students</b></p> <p>Green</p> <p>1.7</p> <p>Declined Significantly -1.7</p> <p>574</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.9</p> <p>115</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>9</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>5.9</p> <p>Increased +5.9</p> <p>17</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.6</p> <p>Declined Significantly -1.6</p> <p>485</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>2.3</p> <p>Declined -3.7</p> <p>43</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; text-align: center;">8.7</div> Increased +8.7 23		 No Performance Color Less than 11 Students - Data <div style="text-align: center;">1</div>	 No Performance Color Less than 11 Students - Data <div style="text-align: center;">1</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #ccccff; padding: 5px; text-align: center;">1.4</div> Declined Significantly -1.9 419	 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 30		 Green <div style="background-color: #ccccff; padding: 5px; text-align: center;">2</div> Declined -3.1 100

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.5	1.7

**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	31.56% Proficient	36% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) African American	33.33% Proficient	33.33% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Hispanic	26.42% Proficient	32% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) White	51.22% Proficient	51.22% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA	25% Proficient	28% Proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Internal Data) English Learners		
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Economically Disadvantaged	27.47% Proficient	31.47% Proficient
2021 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Students with Disabilities	0% Proficient	3% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) All Students	13.97% Proficient	20% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) African American	7.14% Proficient	10% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) Hispanic	10.63% Proficient	17% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) White	27.91% Proficient	35% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) English Learners	2.27% Proficient	5% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) Economically Disadvantaged	10.87% Proficient	16% Proficient
2021 California Assessment of Student Performance and Progress Results: Math (Internal Data) Students with Disabilities	0% Proficient	3% 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

#### Tier 1: Core Instruction

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.

Standards aligned instruction in ELA and Math will be in place in all classrooms.

ELA and math lesson planning is based on backwards mapping of the essential CCSS and/or aligned to the district pacing calendar. Essential standards/units will be instructed prior to state testing using the state adopted program.

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.

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.

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.

#### Purchase Orders

Assessment Results (Formative & Summative)

HESD Pacing Calendars

Lesson Plans

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)

Source(s)

7,636	School Wide Program (SWP) 4000-4999: Books And Supplies Supplemental Supplies and Materials
21,268	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
13,000	School Wide Program (SWP) 4000-4999: Books And Supplies Instructional Supplies and Materials for Classrooms
3,000	School Wide Program (SWP) 4000-4999: Books And Supplies Instructional Video Conferences
220	School Wide Program (SWP) 5700-5799: Transfers Of Direct Costs Print Shop

## 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

Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions  
As students demonstrate a need for additional support through the analysis of formative assessment data, 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 provided by an Educational Tutor .  
Formative assessments may include: Running Records (Rigby unseen, Teacher College), F & P assessment kits, site-based assessments, teacher anecdotal notes.

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

Provide differentiated small group language arts instruction, within the classroom, based on identified student need. Focus of differentiated small group language instruction will be focused on gaps within literacy skills that can include/cover: reading comprehension, word work, vocabulary, fluency, phonemic awareness, and letters/sounds.

Students not responding to differentiated small group language arts instruction will be monitored for their need of intervention services.

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

Provide differentiated small group mathematics instruction, within the classroom, based on identified student need. Focus of differentiated small group math instruction will be focused on gaps within a students foundational math skills.

Site Leadership and Teachers to monitor students academic levels within small group instruction. Monitoring of goals and progress.

Students not responding to differentiated small group ELA or math instruction will be monitored for their need of intervention services.

Purchase Orders

Student Goals/Records

Assessment Results (Formative and Summative)

Lesson Plans/Group Calendars

Status of the Class Notes

Supplemental Digital Content/APP reports

### Tier 3: Students Identified as Needing Intervention

#### Tier 3: Intensive Student Supports/Interventions

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). Tier 3, intensive student supports supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through a lack of progress within differentiated instruction/small group instruction.

Teachers will begin to identify students who are considerably below grade level and in need of intervention services at the beginning of the year. Intervention will be provided in cycles depending on student needs. Teachers and/or Educational Tutors will provide additional intervention instruction that supplements the instruction that the students receive from the classroom teacher and that is focused on building foundations skills in reading and math including phonemic awareness, letters and sounds, sight words, and early reading fluency, decode multisyllabic unknown words, fluency and reading comprehension skills and/or improve number sense and basic mathematical problem solving skills.

Students in TK-6 (including English Learners) that are identified as struggling and have not responded to Tier 2 differentiated instruction/small group instruction within the classroom will be placed on a list needing additional supports/interventions.

Learning Director to secure teachers to provide before school, lunch time, or after school intervention instruction.

Provide identified students with before school, lunch time, or after school intervention instruction. Intervention teacher and classroom teacher to monitor student progress during weekly grade level collaboration.

Site Administration and teachers to monitor student achievement data.

Site Administration to monitor schedules and rosters.

Site leadership and teachers will monitor formative assessment data to monitor student progress and determine student needs.

Teachers will monitor students' needs on an ongoing basis. Teachers will use multiple assessments to assess students' instructional needs in ELA and math. Site leadership monitors assessment data from both formative & summative assessments. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle.

- Purchase Orders
- Data Monitoring Sheets
- Student Attendance Records/Tracking
- Student Goals/Records
- Assessment Results (Formative and Summative)
- Intervention Calendars
- Intervention Rosters
- Timecards
- Status of the Class Notes
- Intervention

**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)
30,000	Expanded Learning Opportunities Grant 1000-1999: Certificated Personnel Salaries Teacher Overcontract for Intervention
	School Wide Program (SWP) 2000-2999: Classified Personnel Salaries Ed Tutors (2) Salary and Benefits
46,958	School Wide Program (SWP) 4000-4999: Books And Supplies Books/Leveled Books/eBooks
30,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Over Teacher 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)

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)



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

## Strategy/Activity 4

### 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 ELs 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 5**

**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)

0

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

**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**

**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)

0

Title III  
None Specified  
Funding for this action is detailed in the 2019 LCAP Federal Addendum Spending Plan (Board Adopted 6/26/2019)

**Strategy/Activity 7**

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

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

All Students

**Strategy/Activity**

To further support and enhance student learning, students will be provided with the opportunity to participate in enrichment activities such as Science Olympiad and after school enrichment clubs that are developmentally appropriate for students' ages. In addition, in order to increase student background knowledge and vocabulary necessary to access grade level content in units of study, grade level teams will collaborate to develop an instructional calendar that will include study trips and virtual study trips that support units of study.

**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)

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

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

School Wide Program (SWP)  
1000-1999: Certificated Personnel Salaries  
Teacher Overcontract for Enrichment Activities

	School Wide Program (SWP) 5800: Professional/Consulting Services And Operating Expenditures Fees for Student Videoconferences
	School Wide Program (SWP) 4000-4999: Books And Supplies Entrance Fees for Study Trips
	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Transportation for Study Trips

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students, High Needs Students, English Learners

### Strategy/Activity

Supplement the school's board approved instructional materials in ELA, math, science, and history/social science/Physical Education 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)

Fitness Finders

### 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)

13,689	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Digital Subscriptions for Instruction, Brain Pop etc.
27,865	Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures Digital Content (Subscriptions) and software for students including Discovery Streaming, Flocabulary

## 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)
4,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Subs for Release Time Data Analysis, PD, Planning, Observations
2,000	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Fees for Staff Developers (e.g. Tulare Co. Office of Education)
3,470	School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures PD/Staff Developers for PBIS
	School Wide Program (SWP) 4000-4999: Books And Supplies Books for Professional Development

### 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
	School Wide Program (SWP) 4000-4999: Books And Supplies Books for Professional Development

**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)

22,177

Source(s)

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 ( <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> ) All Students	3.2% Suspension Rate	3% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest ( <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> ) African American	11.1% Suspension Rate	8% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest ( <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> ) Hispanic	2.5% Suspension Rate	2% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest	4.3% Suspension Rate	3% Suspension Rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<a href="https://dq.cde.ca.gov/dataquest/">(https://dq.cde.ca.gov/dataquest/)</a> White		
Suspension Rate 2019-2020: California Department of Education Dataquest <a href="https://dq.cde.ca.gov/dataquest/">(https://dq.cde.ca.gov/dataquest/)</a> Two or More Races	3.4% Suspension Rate	3% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest <a href="https://dq.cde.ca.gov/dataquest/">(https://dq.cde.ca.gov/dataquest/)</a> English Learners	1.8% Suspension Rate	1.8% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest <a href="https://dq.cde.ca.gov/dataquest/">(https://dq.cde.ca.gov/dataquest/)</a> Migrant Students	8.3% Suspension Rate	5% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest <a href="https://dq.cde.ca.gov/dataquest/">(https://dq.cde.ca.gov/dataquest/)</a> Economically Disadvantaged	3.0% Suspension Rate	2.5% Suspension Rate
Suspension Rate 2019-2020: California Department of Education Dataquest <a href="https://dq.cde.ca.gov/dataquest/">(https://dq.cde.ca.gov/dataquest/)</a> Students with Disabilities	2.6% Suspension Rate	3% Suspension Rate
Note: Due to the COVID-19 pandemic, chronic absenteeism will not be reported on 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 and good behavior.

All students will be provided with PBIS Tier 1 interventions and supports to increase student attendance and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement) including curriculum to address social emotional learning (SEL) needs. Promote student attendance and good citizenship to support daily access to core instruction and services (R.I.S.E. expectations, character education, grade level assemblies, Award Assemblies, Patriot of the Month, R.I.S.E. Up Trips, Monthly R.I.S.E. activities, attendance incentives, attendance and citizenship rewards).

Student Specialist, Support staff and teachers will monitor student attendance and discipline to provide students with intervention support.

Student Specialist, PBIS Committee (teachers) and Leadership Team will collaborate to analyze disciplinary data and plan activities that address student needs to promote character education (Lunch time activity calendar, classroom character education lessons/activities, and school wide character education activities).

Site leadership monitors  
 Purchase Orders/Transportation Records  
 Schedules  
 Activity Records/Calendar  
 Attendance and discipline 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)
2,500	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food for Student Activities/Rewards
5,000	School Wide Program (SWP) 4000-4999: Books And Supplies Social Emotional Learning Curriculum
4,400	LCFF - Supplemental 4000-4999: Books And Supplies School Climate Activity Supplies/Incentives/Food
2,500	LCFF - Supplemental 4000-4999: Books And Supplies R.I.S.E. Up Trips
3,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Structured Lunchtime Activities
5,000	School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries

	Teacher Over Contract for School Climate Activities
5,000	School Wide Program (SWP) 4000-4999: Books And Supplies Teacher Over Contract for SEL Dev. Lessons
8,000	School Wide Program (SWP) 4000-4999: Books And Supplies Supplies and Materials for School Climate 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

Through the analysis of rating scales and/or attendance data, students identified with attendance and/or behavior challenges will be provided with additional supports. Positive Behavior Interventions and Support systems will be implemented school-wide in order to promote positive social behavior and improve school climate. Support staff will identify students in need of additional intervention (informal/formal behavior and attendance contracts). Support staff will provide additional PBIS Tier 2 and 3 interventions and supports to identified students in order to improve behavior and/or attendance (counseling, social groups, student contracts, and incentives/reinforcement).

In addition, Leadership Team will provide students and their families direct support. Leadership Team and Support Staff will seek to prevent discipline incidents through working proactively with students and teachers; will seek solutions to problems that get in the way of learning and personal growth; will promote student attendance and good citizenship; and will monitor student attendance and discipline to provide students with intervention support.

School staff will identify and support students who have behavior and/or social/emotional challenges.

Provide students with a developed, pre-planned suite of supports, including in-school interventions, that give them the opportunity to release, recover, reflect, reset, and return to the classroom after a behavior incident has occurred. These supports are designed to give students social emotional support, provide them with strategies and skills to cope in the classroom, to and minimize time spent out of the classroom.

(See Dearborn, G., & Sturgeon, S. (2019). Schoolwide Discipline. In G. Dearborn, & S. Sturgeon, Yeah, What About This Kid (Tier 3 Behavior Interventions That Work) (pp. 101-135). Fairfax, CA: Conscious Teaching.)

### 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)

School Wide Program (SWP)  
4000-4999: Books And Supplies  
Supplies and Materials for In School  
Interventions and Student Support

## 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: 95.7%	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, etc.) on the Annual HESD Parent Survey	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
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: 90%	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 to establish a stronger partnership and effective communication between teachers and parents.  
 Provide parent education opportunities and materials focused on improving literacy skills, math skills, computer literacy, positive social behaviors, attendance, and planning for higher education. Leadership team, teachers, support staff and parent committee will collaborate to plan and develop parent activity schedule throughout the year.  
 Increase parent opportunities to participate in school site activities throughout the school year including Back to School Night, Parent Teacher Conferences, Parent Trainings, Literacy Night and school events (classroom events, awards assemblies, Winter Program, etc). Parents will be invited to attend parent educational opportunities once a trimester at the school site.

### 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) 4000-4999: Books And Supplies Materials for Parent Involvement
2,500	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food for Parent Involvement
5,241	
500	School Wide Program (SWP)

2000-2999: Classified Personnel Salaries  
Child Care for Parent Meetings (e.g. SSC)

## 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 parents with ongoing communication about the progress of their students.  
Parents will attend parent/teacher conferences in November.  
Parents will be informed of students' academic and social progress via weekly and/or through the use of the Synergy ParentVue online progress reporting system.

### 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)

Title I Centralized Service  
5800: Professional/Consulting Services And  
Operating Expenditures  
Digital Subscription 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 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	\$105,871
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	\$363,151.00

## 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)	\$176,241.00
Title I Centralized Service	\$136,769.00
Title III	\$0.00

Subtotal of additional federal funds included for this school: \$313,010.00

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 (\$)
	\$5,241.00
Expanded Learning Opportunities Grant	\$30,000.00
LCFF - Supplemental	\$14,900.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$50,141.00

Total of federal, state, and/or local funds for this school: \$363,151.00

# 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
Lindsay Hastings	Principal
Nate Nagatani (2023)	Other School Staff
Melissa Cunha (2022)	Classroom Teacher
Bethany Kuenning (2022)	Classroom Teacher
Morgan Lambert (2022)	Classroom Teacher
Claudia Tapia (2023) (EL)	Parent or Community Member
Silvia Bryant (2022) (EL)	Parent or Community Member
Christina Simas (2022)	Parent or Community Member
Jasmine D. Silva (2023)	Parent or Community Member
Melissa Bailey (2023)	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
Lindsay Hastings	X				
Bethany Kuenning		X			
Sylvia Bryant				X	
<b>Numbers of members of each category:</b>					

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**

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 11/2/2020.

Attested:



Principal, Lindsay Hastings on 5-17-21