

School Year: **2023-24**



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 | 5/8/2023 | 5/24/2023 |

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
Additional Targeted Support and Improvement

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)

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Chronic Absenteeism

Our school is ATSI Eligible for Chronic Absenteeism based on the student Group: Two or More Races. We had not focused on these particular subgroups for Chronic Absenteeism. Although the rate of chronically absent students has been historically low, the COVID pandemic and the various strands of COVID-19 have had and continue to have a significant negative impact on student attendance. Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID, which have caused significant rises in absenteeism during the 2021-2022 school year. The school's programs and services for students, leading up to the pandemic, have led to a significant and steady decline in chronic absenteeism. This indicates a need to continue, and where possible, expand the services and programs that support students and their families with social and emotional well-being and to keep them engaged in school to further reduce the number of students who are chronically absent, particularly our ATSI subgroup.

Suspension

Our school is ATSI Eligible for Suspension Rate based on the student Group: Two or More Races. We had not focused on these particular subgroups for Suspension rates. Although the school's suspension rate has decreased consistently over the last decade, in the past couple of years, with the COVID pandemic, there has been an uptick in the number of students who are suspended. Suspension rates this past year were at or near pre-COVID rates even though there was an uptick in behavioral and social concerns extending from the prolonged pandemic and prior distance learning. There is a need to continue to reduce the number of students who are suspended by supporting all students with incentives and rewards for good behavior, by identifying students with behavior challenges, and by providing students with challenges with increasing levels of support, particularly our ATSI subgroup.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | % | 0.86% | 1.3% | | 4 | 6 |
| African American | 4.6% | 3.43% | 3.02% | 22 | 16 | 14 |
| Asian | 0.4% | 0.86% | 0.22% | 2 | 4 | 1 |
| Filipino | 0.2% | 0.86% | 0.86% | 1 | 4 | 4 |
| Hispanic/Latino | 70.2% | 71.46% | 72.79% | 335 | 333 | 337 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 18.9% | 16.31% | 16.85% | 90 | 76 | 78 |
| Multiple/No Response | 5.0% | 5.15% | 3.89% | 24 | 24 | 18 |
| | Total Enrollment | | | 477 | 466 | 463 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 65 | 88 | 80 |
| Grade 1 | 71 | 55 | 74 |
| Grade 2 | 68 | 69 | 53 |
| Grade3 | 61 | 64 | 68 |
| Grade 4 | 80 | 61 | 61 |
| Grade 5 | 67 | 66 | 59 |
| Grade 6 | 65 | 63 | 68 |
| Total Enrollment | 477 | 466 | 463 |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 79 | 74 | 69 | 16.60% | 15.9% | 14.9% |
| Fluent English Proficient (FEP) | 4 | 8 | 18 | 0.80% | 1.7% | 3.9% |
| Reclassified Fluent English Proficient (RFEP) | 0 | | | 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 63 | 62 | | 42 | 62 | | 41 | 62 | | 66.7 | 100.0 | |
| Grade 4 | 92 | 61 | | 45 | 61 | | 45 | 61 | | 48.9 | 100.0 | |
| Grade 5 | 46 | 67 | | 45 | 67 | | 45 | 67 | | 97.8 | 100.0 | |
| Grade 6 | 86 | 61 | | 75 | 61 | | 68 | 61 | | 87.2 | 100.0 | |
| All Grades | 287 | 251 | | 207 | 251 | | 199 | 251 | | 72.1 | 100.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2350. | 2393. | | 4.88 | 20.97 | | 14.63 | 16.13 | | 21.95 | 20.97 | | 58.54 | 41.94 | |
| Grade 4 | 2456. | 2427. | | 20.00 | 13.11 | | 31.11 | 18.03 | | 22.22 | 21.31 | | 26.67 | 47.54 | |
| Grade 5 | 2462. | 2507. | | 13.33 | 23.88 | | 20.00 | 31.34 | | 22.22 | 14.93 | | 44.44 | 29.85 | |
| Grade 6 | 2474. | 2511. | | 8.82 | 9.84 | | 19.12 | 39.34 | | 29.41 | 24.59 | | 42.65 | 26.23 | |
| All Grades | N/A | N/A | N/A | 11.56 | 17.13 | | 21.11 | 26.29 | | 24.62 | 20.32 | | 42.71 | 36.25 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 4.88 | 20.97 | | 41.46 | 48.39 | | 53.66 | 30.65 | |
| Grade 4 | 20.00 | 11.48 | | 53.33 | 67.21 | | 26.67 | 21.31 | |
| Grade 5 | 13.33 | 19.40 | | 46.67 | 59.70 | | 40.00 | 20.90 | |
| Grade 6 | 12.31 | 13.11 | | 44.62 | 63.93 | | 43.08 | 22.95 | |
| All Grades | 12.76 | 16.33 | | 46.43 | 59.76 | | 40.82 | 23.90 | |

| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 5.00 | 19.35 | | 32.50 | 43.55 | | 62.50 | 37.10 | |
| Grade 4 | 9.09 | 8.20 | | 61.36 | 54.10 | | 29.55 | 37.70 | |
| Grade 5 | 17.78 | 22.39 | | 51.11 | 55.22 | | 31.11 | 22.39 | |
| Grade 6 | 11.94 | 11.48 | | 38.81 | 62.30 | | 49.25 | 26.23 | |
| All Grades | 11.22 | 15.54 | | 45.41 | 53.78 | | 43.37 | 30.68 | |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2.44 | 11.29 | | 70.73 | 61.29 | | 26.83 | 27.42 | |
| Grade 4 | 13.33 | 6.56 | | 68.89 | 67.21 | | 17.78 | 26.23 | |
| Grade 5 | 8.89 | 10.45 | | 75.56 | 83.58 | | 15.56 | 5.97 | |
| Grade 6 | 7.69 | 11.48 | | 72.31 | 72.13 | | 20.00 | 16.39 | |
| All Grades | 8.16 | 9.96 | | 71.94 | 71.31 | | 19.90 | 18.73 | |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2.44 | 14.52 | | 65.85 | 54.84 | | 31.71 | 30.65 | |
| Grade 4 | 17.78 | 9.84 | | 75.56 | 65.57 | | 6.67 | 24.59 | |
| Grade 5 | 13.33 | 17.91 | | 51.11 | 68.66 | | 35.56 | 13.43 | |
| Grade 6 | 14.71 | 21.31 | | 66.18 | 63.93 | | 19.12 | 14.75 | |
| All Grades | 12.56 | 15.94 | | 64.82 | 63.35 | | 22.61 | 20.72 | |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 63 | 62 | | 42 | 62 | | 42 | 62 | | 66.7 | 100.0 | |
| Grade 4 | 92 | 61 | | 47 | 61 | | 47 | 61 | | 51.1 | 100.0 | |
| Grade 5 | 46 | 68 | | 44 | 68 | | 44 | 68 | | 95.7 | 100.0 | |
| Grade 6 | 86 | 61 | | 76 | 61 | | 71 | 61 | | 88.4 | 100.0 | |
| All Grades | 287 | 252 | | 209 | 252 | | 204 | 252 | | 72.8 | 100.0 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2338. | 2395. | | 0.00 | 11.29 | | 9.52 | 19.35 | | 23.81 | 20.97 | | 66.67 | 48.39 | |
| Grade 4 | 2432. | 2413. | | 2.13 | 3.28 | | 17.02 | 24.59 | | 46.81 | 21.31 | | 34.04 | 50.82 | |
| Grade 5 | 2422. | 2466. | | 2.27 | 5.88 | | 11.36 | 16.18 | | 18.18 | 41.18 | | 68.18 | 36.76 | |
| Grade 6 | 2464. | 2484. | | 4.23 | 4.92 | | 9.86 | 11.48 | | 36.62 | 47.54 | | 49.30 | 36.07 | |
| All Grades | N/A | N/A | N/A | 2.45 | 6.35 | | 11.76 | 17.86 | | 32.35 | 32.94 | | 53.43 | 42.86 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 2.38 | 12.90 | | 38.10 | 46.77 | | 59.52 | 40.32 | |
| Grade 4 | 4.26 | 6.56 | | 40.43 | 39.34 | | 55.32 | 54.10 | |
| Grade 5 | 0.00 | 5.88 | | 36.36 | 50.00 | | 63.64 | 44.12 | |
| Grade 6 | 7.14 | 8.20 | | 45.71 | 52.46 | | 47.14 | 39.34 | |
| All Grades | 3.94 | 8.33 | | 40.89 | 47.22 | | 55.17 | 44.44 | |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 0.00 | 9.68 | | 33.33 | 41.94 | | 66.67 | 48.39 | |
| Grade 4 | 0.00 | 3.28 | | 72.34 | 45.90 | | 27.66 | 50.82 | |
| Grade 5 | 4.55 | 5.88 | | 36.36 | 58.82 | | 59.09 | 35.29 | |
| Grade 6 | 2.82 | 4.92 | | 45.07 | 45.90 | | 52.11 | 49.18 | |
| All Grades | 1.96 | 5.95 | | 47.06 | 48.41 | | 50.98 | 45.63 | |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 0.00 | 12.90 | | 69.05 | 59.68 | | 30.95 | 27.42 | |
| Grade 4 | 8.51 | 11.48 | | 63.83 | 47.54 | | 27.66 | 40.98 | |
| Grade 5 | 2.27 | 2.94 | | 50.00 | 61.76 | | 47.73 | 35.29 | |
| Grade 6 | 5.63 | 3.28 | | 54.93 | 73.77 | | 39.44 | 22.95 | |
| All Grades | 4.41 | 7.54 | | 58.82 | 60.71 | | 36.76 | 31.75 | |

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | 8 | 6 | |
| 1 | * | * | | * | * | | * | * | | 9 | 10 | |
| 2 | 1486.0 | * | | 1479.7 | * | | 1491.9 | * | | 14 | 7 | |
| 3 | 1481.5 | 1492.2 | | 1481.3 | 1481.0 | | 1481.1 | 1502.9 | | 15 | 13 | |
| 4 | 1539.0 | 1504.7 | | 1542.3 | 1496.5 | | 1535.2 | 1512.7 | | 30 | 15 | |
| 5 | * | 1554.6 | | * | 1537.7 | | * | 1570.6 | | 10 | 14 | |
| 6 | * | 1554.3 | | * | 1555.0 | | * | 1553.4 | | 9 | 14 | |
| All Grades | | | | | | | | | | 95 | 79 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | 21.43 | * | | 42.86 | * | | 28.57 | * | | 7.14 | * | | 14 | * | |
| 3 | 6.67 | 23.08 | | 26.67 | 23.08 | | 53.33 | 38.46 | | 13.33 | 15.38 | | 15 | 13 | |
| 4 | 34.48 | 6.67 | | 41.38 | 46.67 | | 24.14 | 46.67 | | 0.00 | 0.00 | | 29 | 15 | |
| 5 | * | 28.57 | | * | 50.00 | | * | 21.43 | | * | 0.00 | | * | 14 | |
| 6 | * | 35.71 | | * | 42.86 | | * | 21.43 | | * | 0.00 | | * | 14 | |
| All Grades | 20.43 | 18.99 | | 34.41 | 40.51 | | 36.56 | 35.44 | | 8.60 | 5.06 | | 93 | 79 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | 50.00 | * | | 7.14 | * | | 28.57 | * | | 14.29 | * | | 14 | * | |
| 3 | 6.67 | 30.77 | | 73.33 | 30.77 | | 13.33 | 15.38 | | 6.67 | 23.08 | | 15 | 13 | |
| 4 | 48.28 | 6.67 | | 37.93 | 73.33 | | 13.79 | 20.00 | | 0.00 | 0.00 | | 29 | 15 | |
| 5 | * | 35.71 | | * | 50.00 | | * | 14.29 | | * | 0.00 | | * | 14 | |
| 6 | * | 57.14 | | * | 35.71 | | * | 7.14 | | * | 0.00 | | * | 14 | |
| All Grades | 33.33 | 27.85 | | 45.16 | 49.37 | | 17.20 | 17.72 | | 4.30 | 5.06 | | 93 | 79 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | 14.29 | * | | 57.14 | * | | 21.43 | * | | 7.14 | * | | 14 | * | |
| 3 | 0.00 | 15.38 | | 33.33 | 23.08 | | 33.33 | 46.15 | | 33.33 | 15.38 | | 15 | 13 | |
| 4 | 10.34 | 13.33 | | 37.93 | 13.33 | | 44.83 | 60.00 | | 6.90 | 13.33 | | 29 | 15 | |
| 5 | * | 28.57 | | * | 35.71 | | * | 35.71 | | * | 0.00 | | * | 14 | |
| 6 | * | 14.29 | | * | 50.00 | | * | 21.43 | | * | 14.29 | | * | 14 | |
| All Grades | 8.60 | 13.92 | | 32.26 | 30.38 | | 38.71 | 41.77 | | 20.43 | 13.92 | | 93 | 79 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | 42.86 | * | | 50.00 | * | | 7.14 | * | | 14 | * | |
| 3 | 40.00 | 46.15 | | 53.33 | 38.46 | | 6.67 | 15.38 | | 15 | 13 | |
| 4 | 62.07 | 73.33 | | 31.03 | 26.67 | | 6.90 | 0.00 | | 29 | 15 | |
| 5 | * | 7.14 | | * | 85.71 | | * | 7.14 | | * | 14 | |
| 6 | * | 28.57 | | * | 71.43 | | * | 0.00 | | * | 14 | |
| All Grades | 44.09 | 35.44 | | 47.31 | 59.49 | | 8.60 | 5.06 | | 93 | 79 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | 21.43 | * | | 64.29 | * | | 14.29 | * | | 14 | * | |
| 3 | 20.00 | 30.77 | | 60.00 | 30.77 | | 20.00 | 38.46 | | 15 | 13 | |
| 4 | 62.07 | 0.00 | | 34.48 | 93.33 | | 3.45 | 6.67 | | 29 | 15 | |
| 5 | * | 64.29 | | * | 35.71 | | * | 0.00 | | * | 14 | |
| 6 | * | 85.71 | | * | 14.29 | | * | 0.00 | | * | 14 | |
| All Grades | 38.71 | 35.44 | | 53.76 | 54.43 | | 7.53 | 10.13 | | 93 | 79 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | 42.86 | * | | 42.86 | * | | 14.29 | * | | 14 | * | |
| 3 | 0.00 | 15.38 | | 33.33 | 69.23 | | 66.67 | 15.38 | | 15 | 13 | |
| 4 | 6.90 | 20.00 | | 79.31 | 66.67 | | 13.79 | 13.33 | | 29 | 15 | |
| 5 | * | 14.29 | | * | 78.57 | | * | 7.14 | | * | 14 | |
| 6 | * | 14.29 | | * | 57.14 | | * | 28.57 | | * | 14 | |
| All Grades | 13.98 | 12.66 | | 52.69 | 70.89 | | 33.33 | 16.46 | | 93 | 79 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | 7.14 | * | | 85.71 | * | | 7.14 | * | | 14 | * | |
| 3 | 7.14 | 23.08 | | 71.43 | 53.85 | | 21.43 | 23.08 | | 14 | 13 | |
| 4 | 34.48 | 13.33 | | 62.07 | 46.67 | | 3.45 | 40.00 | | 29 | 15 | |
| 5 | * | 35.71 | | * | 64.29 | | * | 0.00 | | * | 14 | |
| 6 | * | 42.86 | | * | 57.14 | | * | 0.00 | | * | 14 | |
| All Grades | 17.39 | 26.58 | | 69.57 | 58.23 | | 13.04 | 15.19 | | 92 | 79 | |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 466 | 79.4 | 15.9 | 0.6 |
| Total Number of Students enrolled in George Washington Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 74 | 15.9 |
| Foster Youth | 3 | 0.6 |
| Homeless | 5 | 1.1 |
| Socioeconomically Disadvantaged | 370 | 79.4 |
| Students with Disabilities | 25 | 5.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 16 | 3.4 |
| American Indian | 4 | 0.9 |
| Asian | 4 | 0.9 |
| Filipino | 4 | 0.9 |
| Hispanic | 333 | 71.5 |
| Two or More Races | 24 | 5.2 |
| Pacific Islander | | |
| White | 76 | 16.3 |

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|---|
| English Language Arts <p>Low</p> | Chronic Absenteeism <p>Very High</p> | Suspension Rate <p>Medium</p> |
| Mathematics <p>Low</p> | | |
| English Learner Progress <p>Medium</p> | | |

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

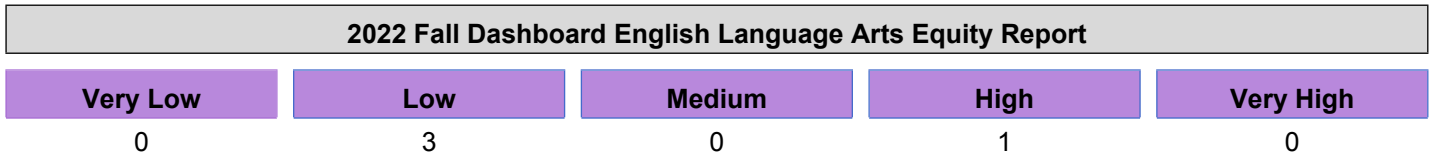
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

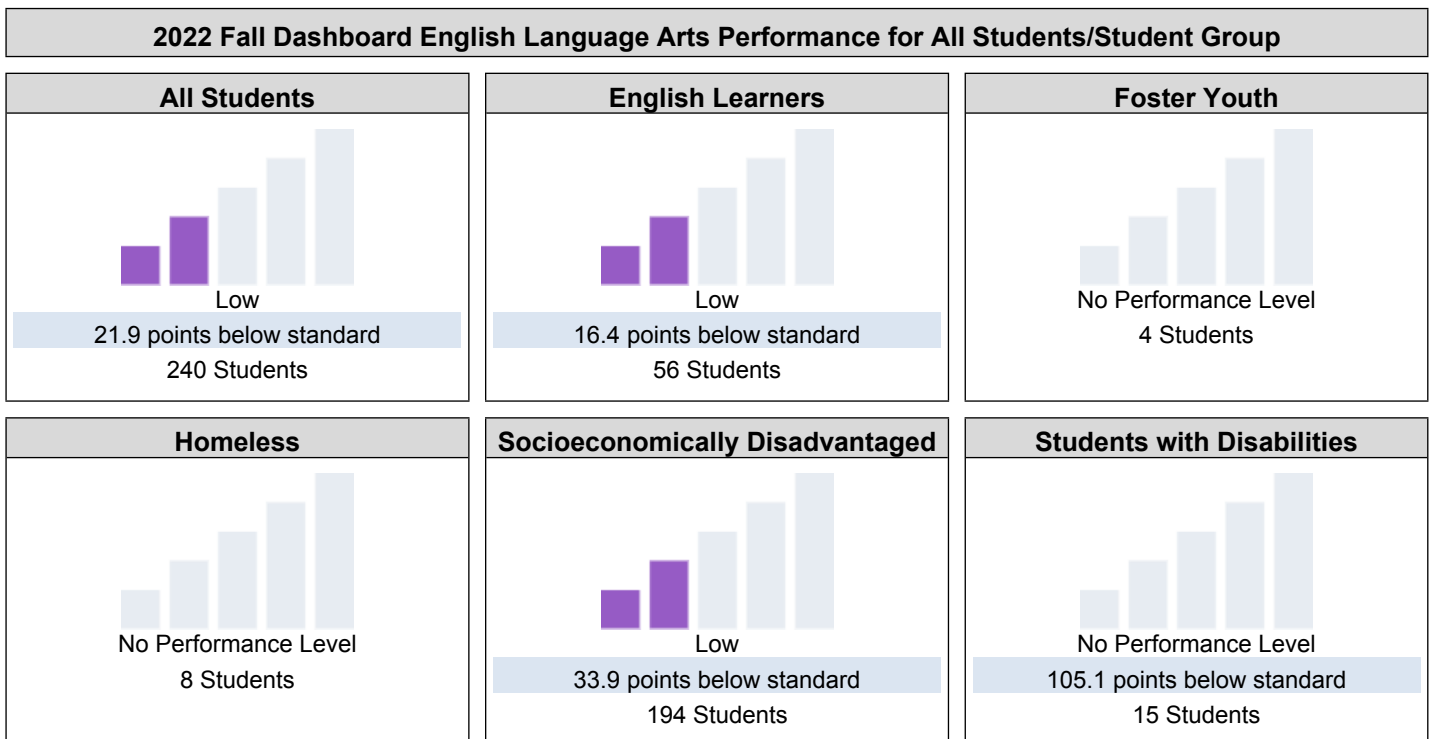
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



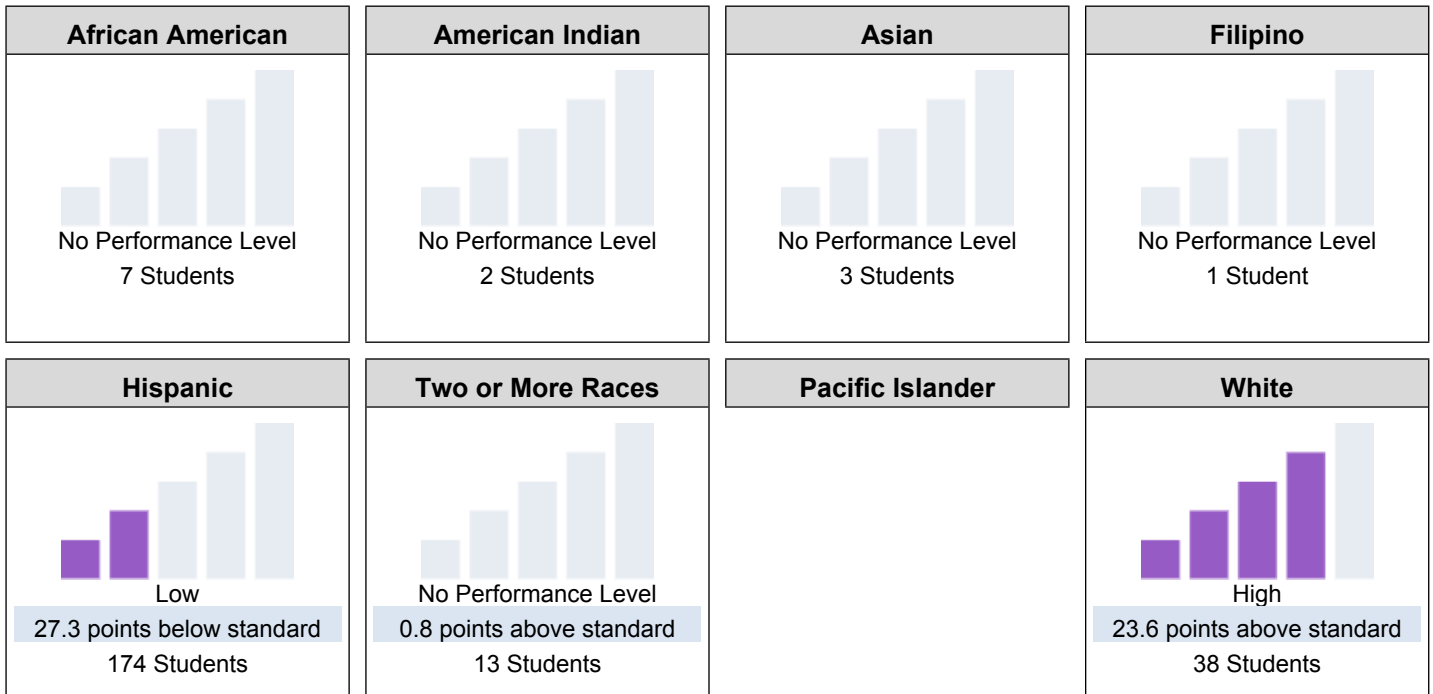
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|-------------------------------|---|
| <p>26.9 points below standard</p> <p>51 Students</p> | <p>5 Students</p> | <p>23.8 points below standard</p> <p>183 Students</p> |

Conclusions based on this data:

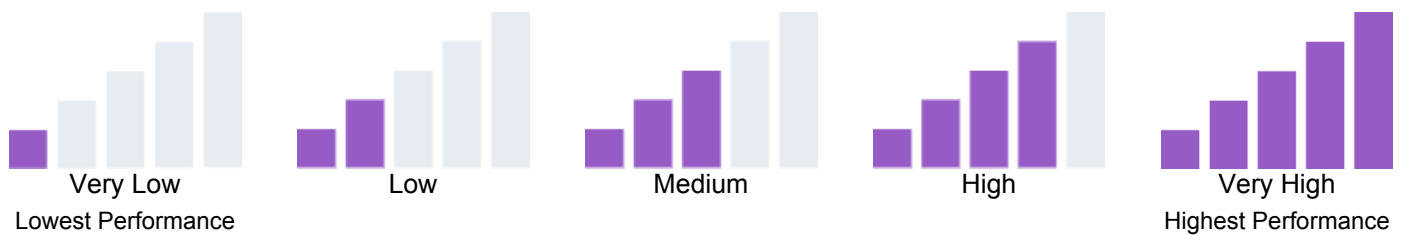
1. See Identified Need Goals #1-4

School and Student Performance Data

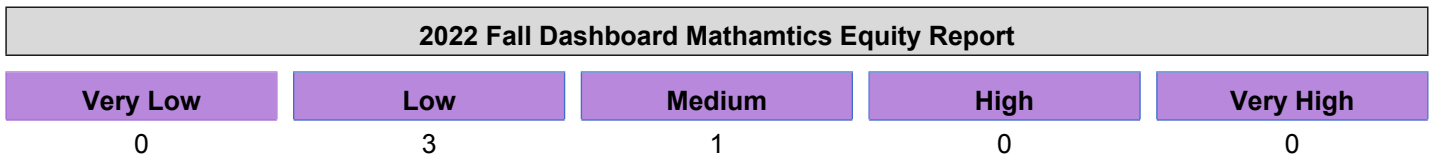
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

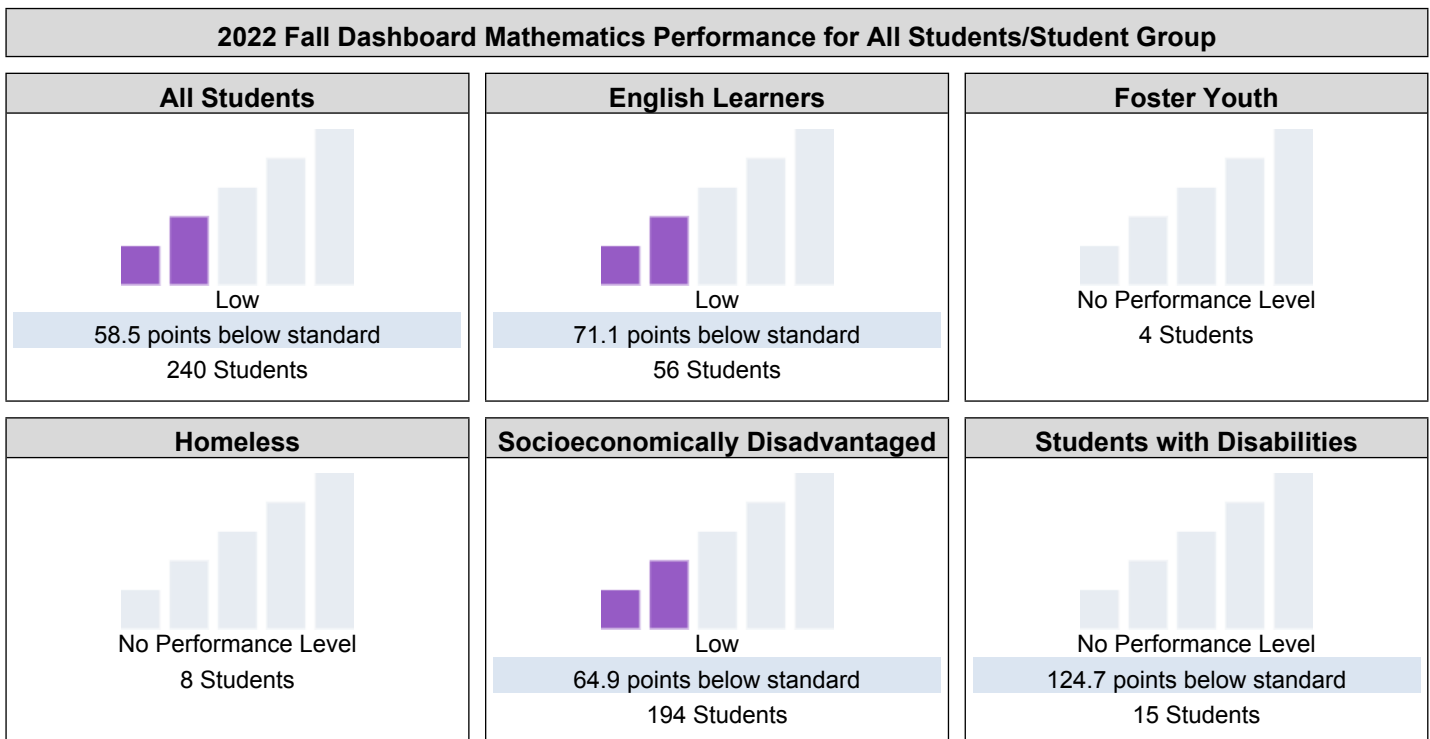
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



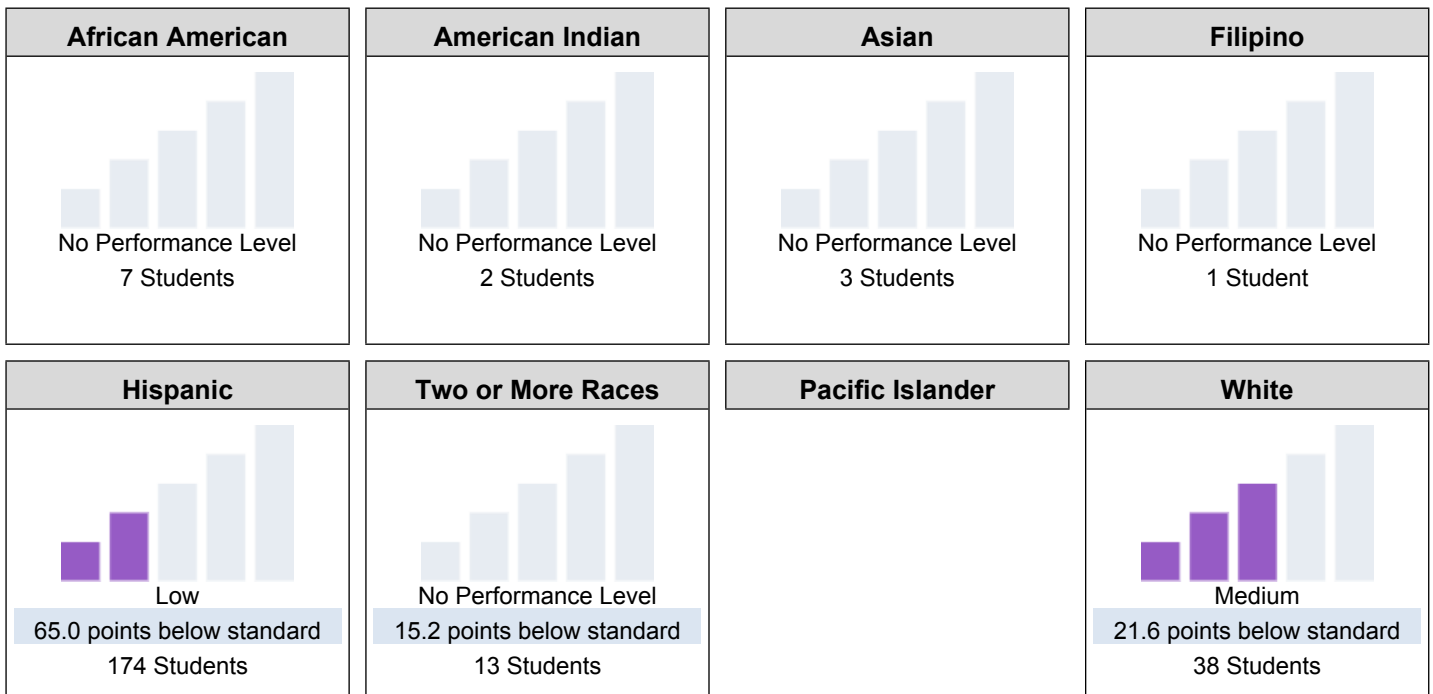
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|-------------------------------|---|
| <p style="background-color: #e6f2ff; margin: 0;">78.4 points below standard</p> <p>51 Students</p> | <p>5 Students</p> | <p style="background-color: #e6f2ff; margin: 0;">55.1 points below standard</p> <p>183 Students</p> |

Conclusions based on this data:

1. See Identified Need Goals #1-4

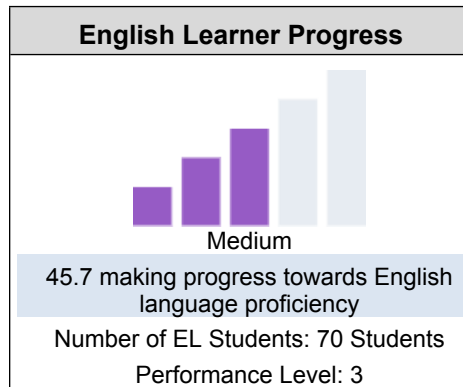
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 28.6% | 25.7% | 5.7% | 40.0% |

Conclusions based on this data:

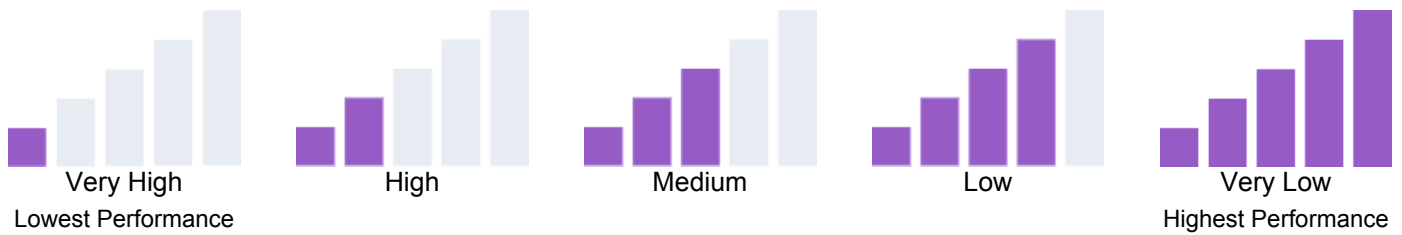
1. See Identified Need Goals #1-4

School and Student Performance Data

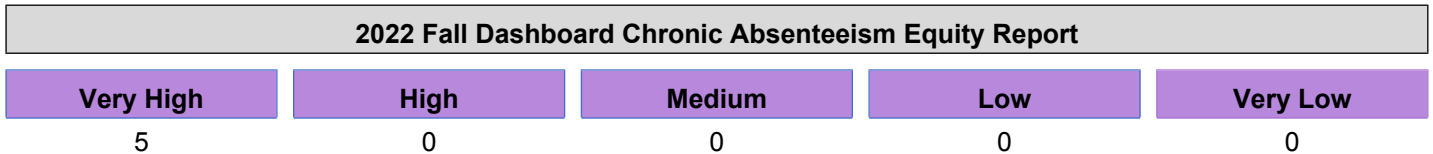
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

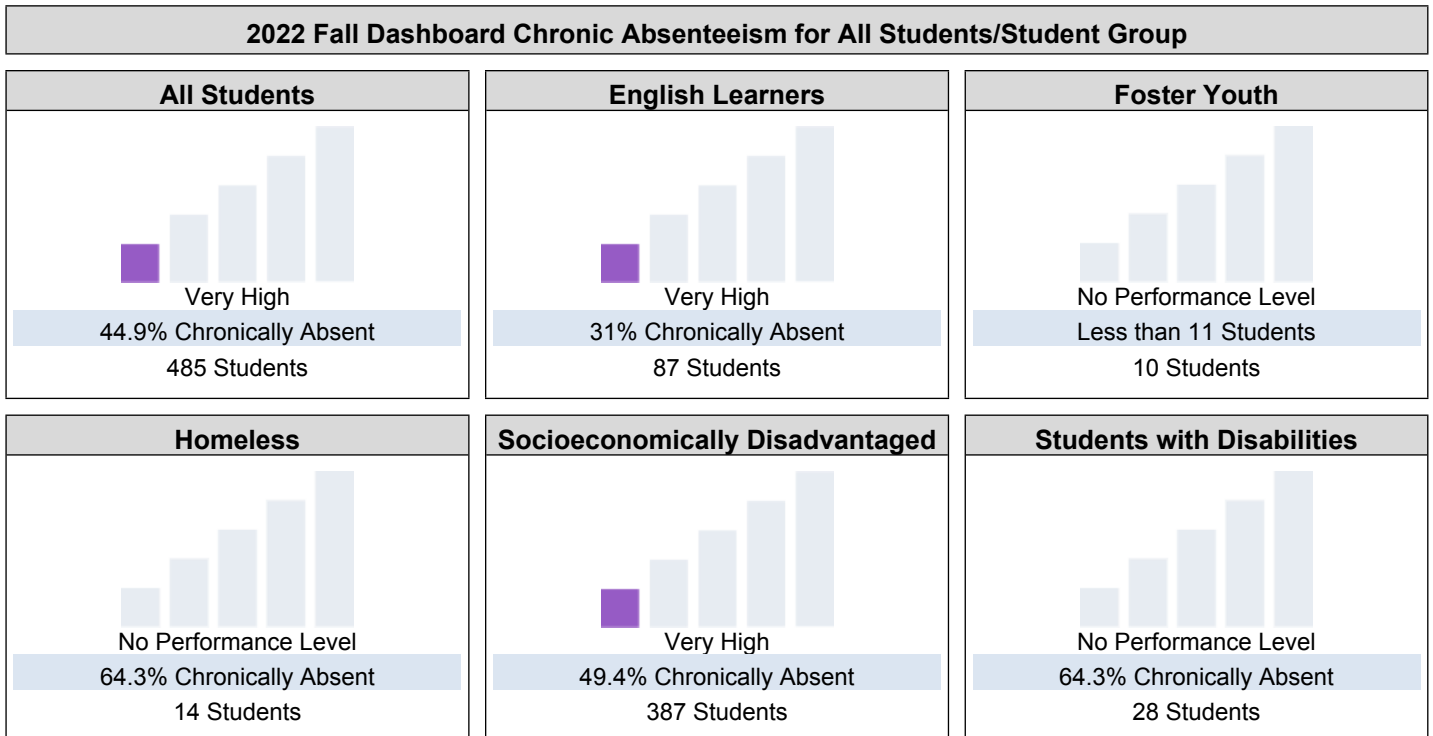
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



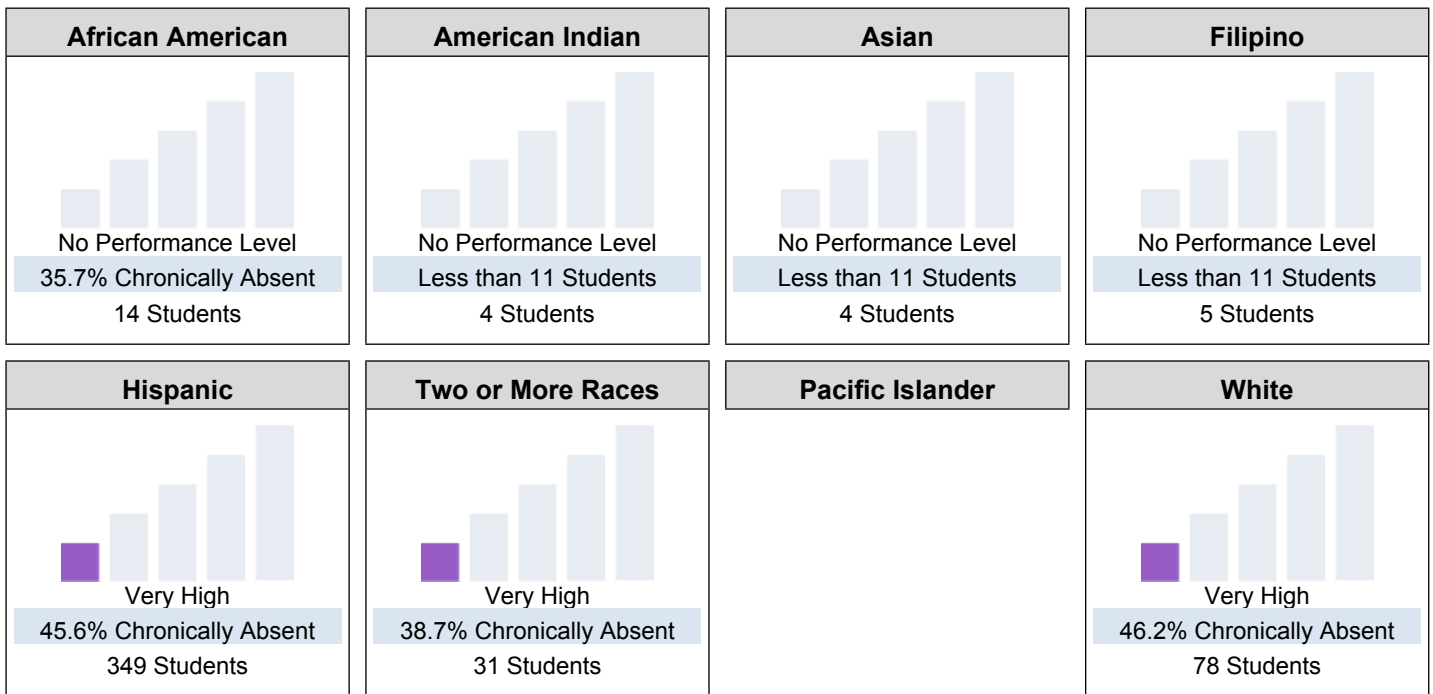
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

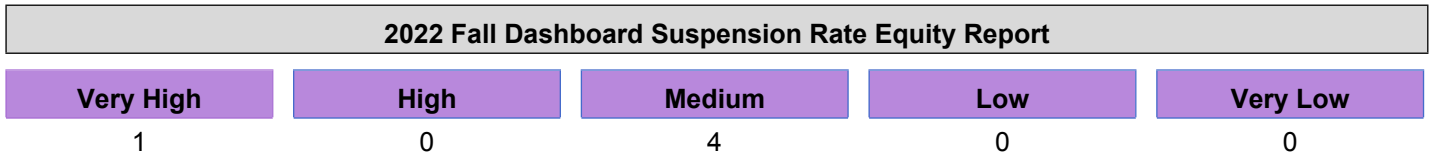
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

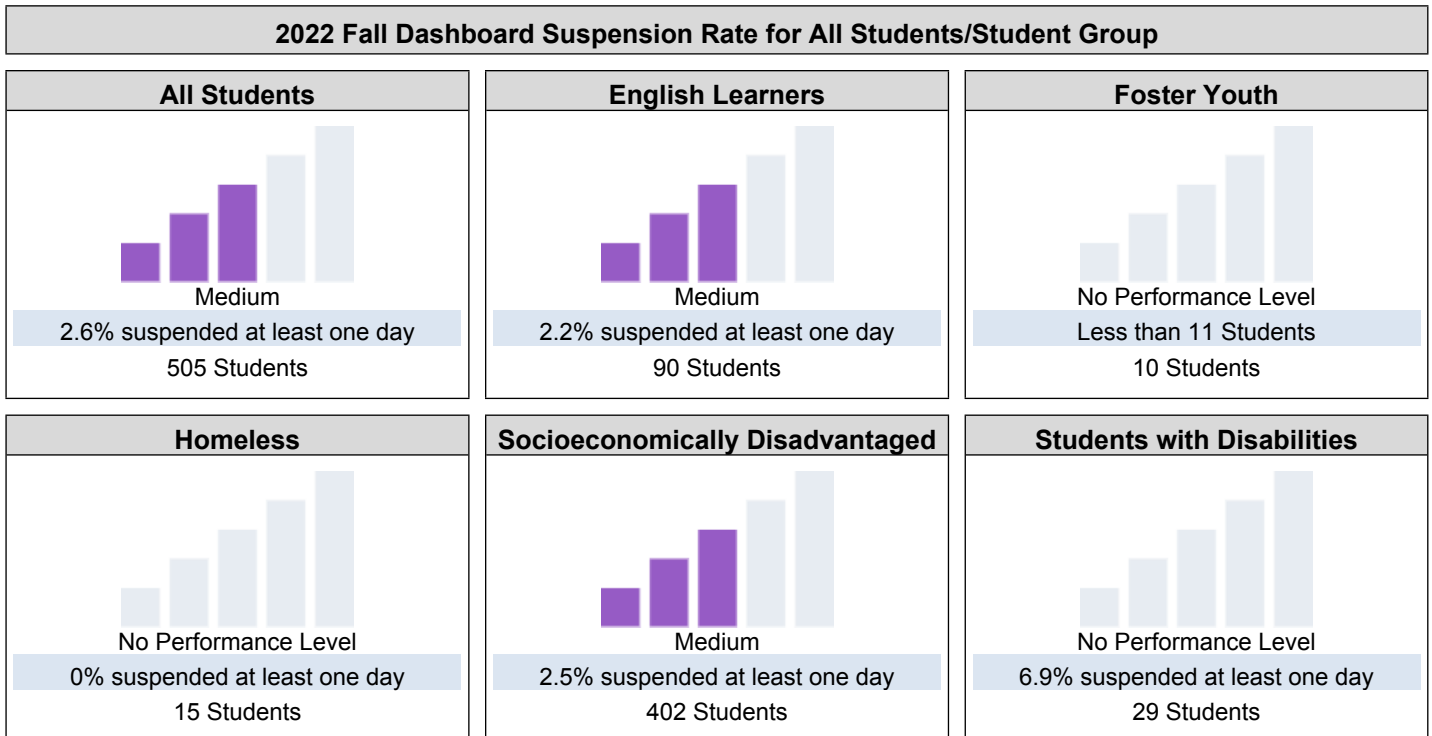
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



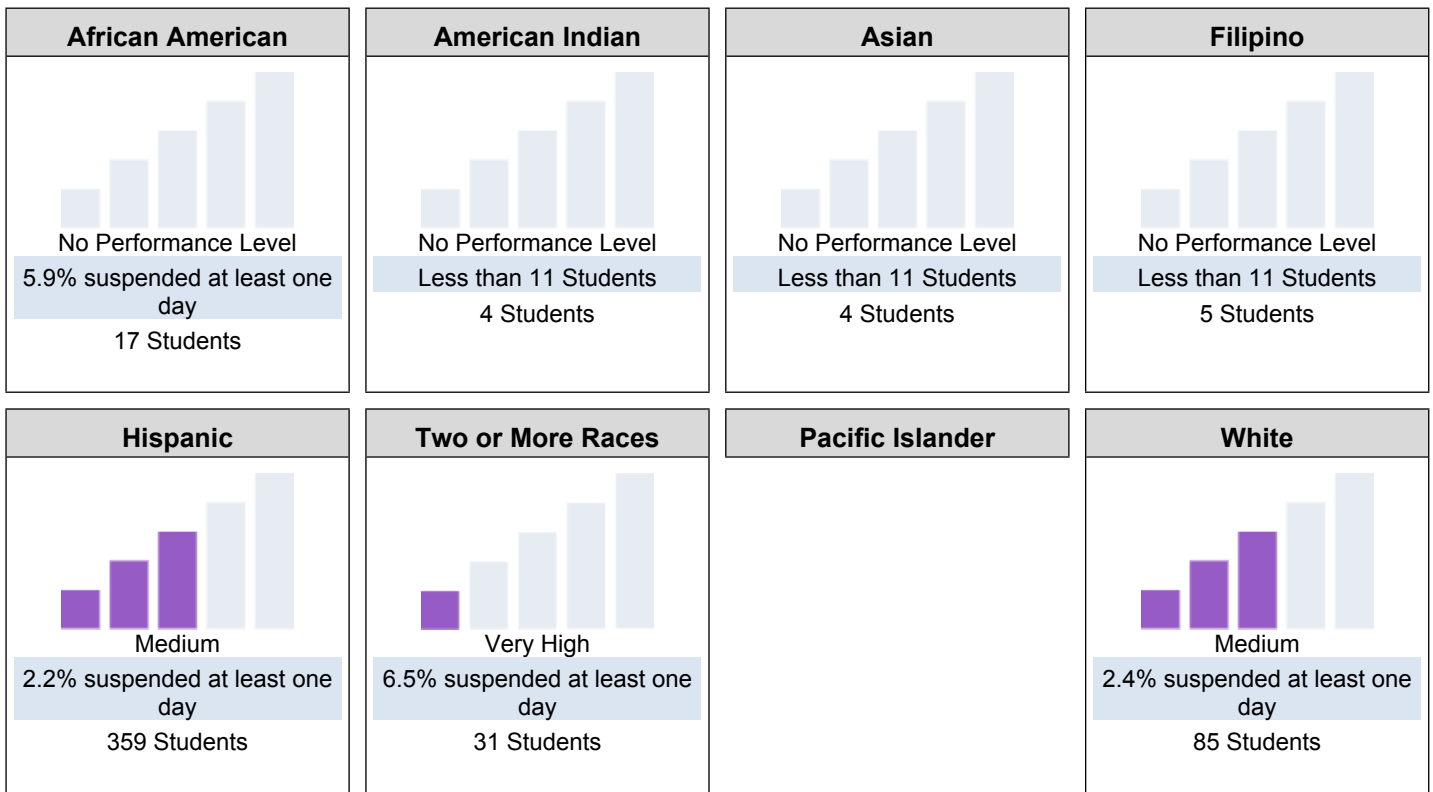
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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 21-22 school year in ELA and math indicate that students did make slight gains from the previous year for the 20-21 school year. Even though there was an increase in test scores from 20-21 school year, the scores in ELA and math show a substantial decline from pre-Covid CAASPP scores (the 2019 California School Dashboard.)

English Learners, African American students, and students with disabilities showed the most serious declines in both ELA and math from pre-Covid scores.

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 |
|--|-------------------------|-------------------------------|
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) All Students | 41.98% Proficient | For 2022-2023: 46% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) African American | 11.11% Proficient | For 2022-2023: 15% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Hispanic | 39.58% Proficient | For 2022-2023: 44% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) White | 62.50% Proficient | For 2022-2023: 65% Proficient |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|-------------------------------|
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) English Learners | 35.59% Proficient | For 2022-2023: 40% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Economically Disadvantaged | 36.75% Proficient | For 2022-2023: 40% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: ELA (Internal Data) Students with Disabilities | 0% Proficient | For 2022-2023: 3% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math (Internal Data) All Students | 23.67% Proficient | For 2022-2023: 28% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math (Internal Data) African American | 11.11% Proficient | For 2022-2023: 15% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math (Internal Data) Hispanic | 20.83% Proficient | For 2022-2023: 25% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math (Internal Data) White | 35% Proficient | For 2022-2023: 40% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math (Internal Data) English Learners | 15.25% Proficient | For 2022-2023: 20% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math (Internal Data) Economically Disadvantaged | 22.79% Proficient | For 2022-2023: 27% Proficient |
| 2022 California Assessment of Student Performance and Progress Results: Math | 0% Proficient | For 2022-2023: 3% Proficient |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| (Internal Data) Students with Disabilities | | |

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.

Library Media Technician promotes regular use of literacy to enrich the school experience and encourages regular participation in library activities to develop students’ literacy skills.

Supplemental Supplies and materials
 Assessment Results (Formative & Summative)
 HESD Pacing Calendars
 Lesson Plans
 Supplemental Digital Content/APP reports

Physical Education

Students will receive instruction in physical education for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period. The Physical Education Model Content Standards will follow a sequential, developmentally appropriate curriculum designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle. This includes possible use of online data subscription for tracking such as 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) |
|-----------|---|
| 15,500 | School Wide Program (SWP) 4000-4999: Books And Supplies Supplemental Supplies and Materials |
| 341 | School Wide Program (SWP) 4000-4999: Books And Supplies LMT Supplies/Materials other than books |
| 1,466 | LCFF - Supplemental 4000-4999: Books And Supplies PE Supplies (0100-0332-0-1160-1000-430000-020-0028) |
| 500 | School Wide Program (SWP) 5700-5799: Transfers Of Direct Costs TRC |
| 5,750 | School Wide Program (SWP) 5800: Professional/Consulting Services And Operating Expenditures Consultant Instructional Video Conferences |
| 314 | School Wide Program (SWP) 5700-5799: Transfers Of Direct Costs Print Shop |
| 170 | LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures PE Software License Subscription Fitness Finder (0100-0332-0-1160-1000-580011-020-0028) |

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)

5,000

Source(s)

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

194

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

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

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 academic 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)

811

Source(s)

School Wide Program (SWP)
5700-5799: Transfers Of Direct Costs
Transportation for Academic Study Trips

Strategy/Activity 4

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)

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)

1,000

School Wide Program (SWP)
5000-5999: Services And Other Operating Expenditures
Digital Subscriptions for Instruction

5,081.83

Title I Centralized Service
5800: Professional/Consulting Services And Operating Expenditures
Digital Content Subscriptions

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Integrated ELD
(Core Program ELD/EL Support)

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

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

Integrated ELD:

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

Provide all EL students with ELD instruction and EL support using the State adopted materials.

This is the district's core program of integrated ELD.

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| |
|--|
| |
|--|

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

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

| |
|------------------|
| English Learners |
|------------------|

Strategy/Activity

| |
|----------------------------------|
| Designated ELD (Core Program) |
|----------------------------------|

EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to

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

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

Dedicated ELD Time Block:

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

Identify Students' ELD Level:

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

EL Deployment School Site:

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

EL Deployment LEA:

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

Monitor ELD Deployment:

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Trimester Monitoring of ELs

Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC 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 ELPAC, 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)

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Supplemental, After-Hours ELD Instruction

English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.

After-School ELD:

Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.

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

Recruit Teachers:

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

Monitor After School ELD:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Annual Review

SPSA Year Reviewed: 2022-23

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.

Expected Outcomes vs. Actual Outcomes in CAASPP Data. The scores below are the Actual Outcomes from the 2022 CAASPP testing. In comparing these scores to the Expected Outcomes established in the 2021-2022 school year for the 2022 CAASPP results, a “Met” determines the Actual Outcome results from the 2022 CAASPP met or exceeded the expected outcome projection, while a “Not Met” determines the Actual Outcome did not meet the expected outcome projection.

ELA: All Students— 41.98% Met
ELA: African Americans— 11.11% Not Met
ELA: Hispanics— 39.58% Met
ELA: White— 62.50% Met
ELA: English Learners— 35.59% Met
ELA: Socioeconomically Disadvantaged— 36.75% Met
ELA: Students with Disabilities— 0% Met

Math: All Students— 23.67% Met
Math: African Americans— 11.11% Met
Math: Hispanics— 20.83% Met
Math: White— 35% Met
Math: English Learners— 15.25% Met
Math: Socioeconomically Disadvantaged— 22.79% Met
Math: Students with Disabilities— 3% Not Met

Implementation

The actions and services under Goal 1 were well implemented overall, with students making progress toward proficiency on the state-adopted standards and with students who are English learners making progress learning English. Standards-based ELA and mathematics instruction as defined in by the Common Core Standards incorporating state-adopted text and HESD pacing calendar is in place in all classrooms. School site leadership, with support from the district office curriculum and instruction department, monitors schools, classrooms, and student progress. Students requiring intervention are identified and provided with supplemental instruction/intervention including after-hours instruction. Integrated ELD (Core Program ELD/EL Support) instruction and EL support in academic content areas were implemented across the school at all grade levels. English learners received language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Designated ELD (Core Program) Students received 30 minutes of ELD instruction at their English language development level during the ELD instructional block. Students received ELD instruction at their English language development level during the ELD instructional block. Teachers documented the progress of EL students using the district's EL rubric forms.

Effectiveness

The actions under Goal 1 continue to be effective in students making progress toward proficiency on the state-adopted standards and English learners continue to make progress learning the English language. Although data from the 2020-2021 CAASPP indicate students experienced significant learning loss due to the impacts of the COVID pandemic and the associated school closures, extended periods of distance learning, student absences, and staffing shortages, the 2021-2022 CAASPP scores showed a closing of the learning loss gap and in some cases, surpassed the pre-pandemic CAASPP scores. Based on anecdotal evidence, an increase in CAASPP scores over the previous year, and data from local assessments in 22-23, showing students making gains in achievement,

the scores do not indicate a need to make significant changes to the instructional program; rather, they indicate a need to continue to build upon an strengthen the school's existing instructional programs.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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, new funding, both federal and state, was used to support some of the activities in this school plan. Struggling students received interventions through the Extended Learning Opportunities Plan (ELOP) and/or through the ESSER Learning Loss. The continuing pandemic and resulting student absences and staffing shortages disrupted some of the school's programs and operations. Teacher over-contract for interventions was limited resulting in not all funds being spent. Adequate supplies and materials were available using less than the budgeted amount.

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 standards-aligned instruction to all students, interventions and supports for struggling students, and designated and integrated ELD for English learners. The school will continue to provide students with an extensive suite of digital/online supplemental instructional materials.

After-school support and activities including enrichment, tutoring, and ELD instruction will continue to be funded through the district-wide Expanded Learning Opportunities Program and will no longer be included in the school plan. All students will have the opportunity to participate in these programs.

Student CAASPP scores increased from 20-21 to 21-22, including most subgroups. The strategies and activities under Goal 1 will continue into 23-24.

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 ongoing COVID-19 pandemic is placing a strain on the district's/school's professional development programs. Students have experienced significant learning loss compared to 2019 due to missed school. Students are also experiencing increased social emotional needs due to the effects of the pandemic.

There is a significant need to provide teachers with professional development to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis.

There is a need to provide students who are English learners with language support in all academic areas (called Integrated ELD) and to provide these students with specific English language development instruction (instruction in learning the English language (called Designated ELD). In order to provide effective Integrated ELD and Designated ELD, there is a need to provide classroom teachers with leadership, training, and support in these areas.

Due to the COVID pandemic, there is a need to provide teachers with support, including professional development, in 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)

3,258

Source(s)

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 Fees for Staff Developers

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)

82,800.00

Source(s)

Title I Centralized Service
1000-1999: Certificated Personnel Salaries
School Site Portion of Seven Instructional Coaches

1,666.67

Title I Centralized Service
5000-5999: Services And Other Operating Expenditures
School Site Portion for Mileage Seven Instructional Coaches

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

24,653.42

Source(s)

Title I Centralized Service
1000-1999: Certificated Personnel Salaries
School Site Portion of Two Induction Coaches

Annual Review

SPSA Year Reviewed: 2022-23

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.

IMPLEMENTATION

The COVID-19 pandemic and resulting student absences and staffing shortages disrupted many of the school's programs and operations. Despite these disruptions and challenges, the actions under Goal #2 were well implemented.

Teachers attended three district-led, full-day professional development sessions providing teachers with training in research-based instructional strategies for ELA, Math, and ELD. Teachers are provided with a "minimum day" each Wednesday to collaborate around student assessment data and to plan instruction and intervention.

Due to the COVID pandemic, the severe shortage of substitute teachers, and the urgent need to support classrooms where teaching staff tested positive and were quarantined or symptomatic with COVID, the district's team of instructional coaches provided emergency temporary (substitute) classroom instruction for most of the school year. The use of instructional coaches to provide this emergency classroom support prevented classrooms and schools from being forced to close in 2021-2022. The instructional coaches were temporarily funded with ESSER III because they were not performing their normal (Title I allowable) duties. They will resume their duties as instructional coaches and will return to being funded with Title I once the pandemic subsides.

A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in mathematics, 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 of digital literacy skills to improve academic achievement. These coaches provide 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 various subgroups including English Learners.

New teachers were served with a CTC-accredited new teacher induction program with a director and two full-time, full-release induction coaches. New teachers received induction support for two years and clear their credentials through the induction program.

EFFECTIVENESS

Teacher surveys indicate that the professional development and collaboration time were effective, and despite challenges from the pandemic, they were supported by this training, professional development, and collaboration.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

The district's and school's professional development program mostly implemented, however, outside professional development opportunities have been limited due to the COVID-19 pandemic. Instructional coaches were back to providing professional development to the teaching staff and induction coaches were back to providing mentorship to teachers in the induction program.

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 is a continuing need to provide professional development around mitigating students' learning loss, while at the same time, providing grade-level standards aligned instruction. There is a need to continue to use the district's instructional coaches while also providing professional development opportunities from outside the district, such as from Tulare or Kings County offices of Education.

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

Although the school's suspension rate has decreased consistently over the last decade, in the past couple of years, with the COVID pandemic, there has been an uptick in the number of students who are suspended. Suspension rates the past year were at or near pre-COVID rates even though there was an uptick in behavioral and social concerns extending from the prolonged pandemic and prior distance learning. There is a need to continue to reduce the number of students who are suspended by supporting all students with incentives and rewards for good behavior, by identifying students with behavior challenges, and by providing students with challenges with increasing levels of support.

Chronic Absenteeism:

Although the rate of chronically absent students has been historically low, the COVID pandemic and the various strands of COVID-19 have had and continue to have a significant negative impact on student attendance. Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID, which have caused significant rises in absenteeism. There is a need to continue providing students and their families with social and emotional support to keep them engaged in school and to further reduce the number of students who are chronically absent.

Our school is ATSI Eligible for Chronic Absenteeism based on the student Groups: Two or More Races

Our school is ATSI Eligible for Suspension Rate based on the student Groups: Two or More Races

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|-------------------------------------|
| Suspension Rate 2021-2022: California Dashboard: All Students | 2.6% Suspension Rate | For 2022-2023: 2.3% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: African American | 5.9% Suspension Rate | For 2022-2023: 5.6% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: Hispanic | 2.2% Suspension Rate | For 2022-2023: 2.0% Suspension Rate |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--------------------------------|---|
| Suspension Rate 2021-2022: California Dashboard: White | 2.4% Suspension Rate | For 2022-2023: 2.1% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: Two or More Races | 6.5% Suspension Rate | For 2022-2023: 6.2% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: English Learners | 2.2% Suspension Rate | For 2022-2023: 1.9% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: Homeless | 0.0% Suspension Rate | For 2022-2023: 0.0% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: Economically Disadvantaged | 2.5% Suspension Rate | For 2022-2023: 2.2% Suspension Rate |
| Suspension Rate 2021-2022: California Dashboard: Students with Disabilities | 6.9% Suspension Rate | For 2022-2023: 3.0% Suspension Rate |
| Chronic Absenteeism 2021-2022: California Dashboard: All Students | 44.9% Chronic Absenteeism Rate | For 2022-2023: 44.6 % Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: African American | 35.7% Chronic Absenteeism Rate | For 2022-2023: 35.4% Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: Hispanic | 45.6% Chronic Absenteeism Rate | For 2022-2023: 45.3% Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: White | 46.2% Chronic Absenteeism Rate | For 2022-2023: 45.9% Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: Two or More Races | 38.7% Chronic Absenteeism Rate | For 2022-2023: 38.4% Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: English Learners | 31.0% Chronic Absenteeism Rate | For 2022-2023: 30.7% Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: Homeless | 64.3% Chronic Absenteeism Rate | For 2022-2023: 64.0% Chronic Absenteeism |
| Chronic Absenteeism 2021-2022: California Dashboard: Economically Disadvantaged | 49.4% Chronic Absenteeism Rate | For 2022-2023: 49.1% Chronic Absenteeism |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--------------------------------|--|
| Chronic Absenteeism 2021-2022: California Dashboard: Students with Disabilities | 64.3% Chronic Absenteeism Rate | For 2022-2023: 64.0% Chronic Absenteeism |

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).

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). Students will participate in a token economy system (LiveSchool) to promote student attendance and character development and can redeem tokens earned at the Patriot Student Store.

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).

Through the Dashboard, Washington school is eligible for ATSI based on the group students with disabilities in both Chronic Absenteeism and Suspension rate. There will be a focus on these area

Students will have the opportunity to participate in structured physical activities during recess and lunch that promote character-building to enhance our school culture beyond the classrooms.

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) |
|-----------|---|
| 1,965 | School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Teacher Over Contract for School Climate Activities |
| 5,300 | School Wide Program (SWP) 5000-5999: Services And Other Operating Expenditures Digital Subscription for LiveSchool |
| 3,764 | LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Consulting Services |
| 6,500 | LCFF - Supplemental 4000-4999: Books And Supplies School Climate Activity Supplies/Rewards/Incentives/Food/Enrichment Activities |
| 3,000 | LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food for Student Incentives (District Kitchen) |

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 including our ATSI subgroup: Two or More races

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.)

ATSI Eligible Student Groups (Two or More Races)

Monitor Student Attendance

Student attendance will be monitored daily, particularly our ATSI eligible student groups. School staff will check-in with students and families of students who are absent to help alleviate any barriers to improved attendance. These connections will build relationships with students' families for continued guidance and support.

EVIDENCE

Moderate Evidence:

Draw on relationships with professional colleagues and students' families for continued guidance and support.

U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.

ATSI Eligible Student Groups (Two or More Races)

Behavior Support

Provide teaching, intervention, and support for students, particularly our ATSI eligible student groups, that will lead them to acquire and apply knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.

EVIDENCE

Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate)

Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong)

Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)

U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students/High Needs Students including our ATSI subgroup: Two or More races

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

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

Annual Review

SPSA Year Reviewed: 2022-23

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.

IMPLEMENTATION

The COVID-19 pandemic and resulting student absences and staffing shortages disrupted many of the school's programs and operations this past year. Despite these disruptions and challenges, the actions under Goal #3 were well implemented. All students received support and participated in activities to promote citizenship and good behavior. High-needs students received additional support. Learning directors monitored the social-emotional and health needs of students and coordinated the support that students received from counselors, social workers, nursing staff, and student specialists.

EFFECTIVENESS

Because of the COVID pandemic, there has been an increase in chronically absent students and an increase in behavioral and social concerns that have increased the suspension rate. The Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID, which have caused significant rises in absenteeism.

Anecdotal observations along with internal data for the current school year show that students have experienced a decline in social-emotional well-being due to the COVID pandemic. Although support from school staff has mitigated this decline, there is a great need to continue providing support and interventions.

The COVID pandemic has had a profound effect on student attendance. This past year there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The nature of the pandemic and pandemic-related safety concerns required that the district suspend or alter programs and activities that promoted school attendance.

The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic and do not accurately reflect the impact that the school's programs and services have had on school climate. The school's programs and services for students under Goal #3, leading up to the pandemic, have led to a significant and steady decline in suspensions and chronic absenteeism. This indicates a need to continue, and where possible, expand the services and programs that support students' social-emotional well-being and physical health.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

The continuing pandemic and resulting student absences and staffing shortages disrupted some of the school's programs and operations which resulted in not all funds being spent. There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

All students will continue to receive support and will participate in activities to promote citizenship and good behavior. High-needs students will receive additional support. Learning directors will continue to monitor the social-emotional and health needs of students and coordinate the support that students' will receive from counselors, social workers, nursing staff, and student specialists.

There will be a great need to continue to re-establish a culture where students and their families view attending school every day as very important after the last few years of dealing with the pandemic.

Activities to support and promote school attendance will resume and expand.

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 the 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 provide assistance when they have questions about their student's 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 the School Site Council (SSC), District English Learner Advisory Committee (DELAC), and Parent Advisory Committee (PAC).

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Attendance at parent conferences. | 22-23 Parent Conference Attendance: 100% | 22-23 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, | 22-23 HESD Parent Survey-- 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 Agree/Strongly Agree: 96% | 22-23 HESD Parent Survey: 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 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| etc.) on the Annual HESD Parent Survey | | Agree/Strongly Agree will be at least 90%. |
| 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 | 22-23 HESD Parent Survey-- There are adequate opportunities for me to become involved in my child's school. Agree/Strongly Agree: 96% | 22-23 HESD Parent Survey 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 |
| 1,200 | LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food for Parent Involvement |
| 566 | School Wide Program (SWP) |

| | |
|-------|---|
| | 1000-1999: Certificated Personnel Salaries Teacher Overcontract for Parent Involvement |
| 509 | School Wide Program (SWP) 2000-2999: Classified Personnel Salaries Child Care for Parent Meetings (e.g. SSC) |
| 2,000 | LCFF - Supplemental 4000-4999: Books And Supplies Supplies and Materials for Parent Involvement Activities |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide 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)

2,270.83

Source(s)

Title I Centralized Service
5800: Professional/Consulting Services And
Operating Expenditures
Digital Subscription for Parent Communication

Annual Review

SPSA Year Reviewed: 2022-23

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.

IMPLEMENTATION

The COVID-19 pandemic and resulting student absences and staffing shortages have disrupted some of the school's programs and operations during the school year. Despite these disruptions and challenges, the actions under Goal #4 were well implemented. The school held a variety of

parent activities to educate and support parents. The school employs a suite of resources to facilitate and support communication with parents.

The school's electronic system for communicating with families was upgraded in 21-22. School leaders along with individual teachers made extensive use of online communication tools to communicate with families.

School Site Council meetings, District Parent Advisory Committee, and District English Learner Advisory Committees resumed back to pre-COVID meetings in person.

Effectiveness:

The school's parent-conference attendance rate was 100% with parent/teacher conferences returning to in-person this year. The strategies and activities were effective in achieving the goal, that communication between schools and home will be regular and meaningful. Data from the HESD Parent Survey indicate that parents are overwhelmingly satisfied with the level of support, outreach, and communication they receive from the school.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

With the continuing pandemic easing, most strategies/activities under Goal #4 were well implemented, however there was some of the planned school programs and operations were disrupted, which resulted in not all funds being spent. There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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. The school will continue to give parents a voice in the programs and activities that are developed and implemented. In-person parent involvement/education activities will continue to be expanded upon. The school will continue to implement the upgraded communication system (Parent Square). The SSC, PAC and DELAC will continue meeting in-person.

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 | \$241,515.00 |
| 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 | \$189,050.75 |

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) | \$54,478.00 |
| Title I Centralized Service | \$116,472.75 |

Subtotal of additional federal funds included for this school: \$170,950.75

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF - Supplemental | \$18,100.00 |

Subtotal of state or local funds included for this school: \$18,100.00

Total of federal, state, and/or local funds for this school: \$189,050.75

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 |
| Amy Arevalo (2024) | Classroom Teacher |
| Victor Sanchez (2024) | Classroom Teacher |
| Courtney Stone (2024) | Classroom Teacher |
| Claudia Tapia (2023) (EL) | Parent or Community Member |
| Bridget Bell (EO 2024) | Parent or Community Member |
| Jasmine D. Silva (EO 2023) | Parent or Community Member |
| Crystal Ayala (EO 2024) | Parent or Community Member |
| Nathaly Vargas (EO 2024) | 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 | | | | |
| Nathan Nagatani | | | X | | |
| Amy Arevalo | | X | | | |
| Victor Sanchez | | X | | | |
| Courtney Stone | | X | | | |
| Melissa Bailey | | | | X | |
| Jasmine D. Silva | | | | X | |
| Claudia Tapia | | | | X | |
| Crystal Ayala | | | | X | |
| Nathaly Vargas | | | | X | |
| Numbers of members of each category: | | | | | |

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

Recommendations and Assurances

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

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

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

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

Signature

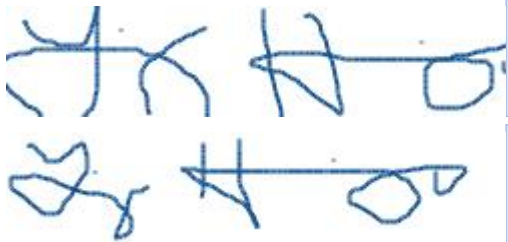
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/8/2023.

Attested:



Principal, Lindsay Hastings on 5/8/2023

SSC Chairperson, Lindsay Hastings on 5/8/2023