

School Year: **2023-24**



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

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March 30, 2023



Joy Gabler, Superintendent
Hanford Elementary
PO Box 1067
Hanford, CA 93232

Dear Superintendent Gabler,

Thank you for leading continuous improvement efforts during this challenging time in education. We deeply appreciate and acknowledge all that you have done and are currently doing to support your schools, staff, and students. The purpose of this letter is to provide you with an update regarding state educational agency (SEA) approval of the 2022–23 Comprehensive Support and Improvement (CSI) Plan/s/ in the 2022–23 school year (SY).

SEA CSI Plan Approval

During its January 2023 meeting, the California State Board of Education (SBE) approved Hanford Elementary's 2022–23 CSI Plan/s/. Section 1111(d)(1)(B) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) requires local educational agencies (LEAs), in collaboration with educational partners, to develop and implement a CSI Plan/s/ to improve student outcomes for each school identified by the state as eligible for CSI. ESSA, Section 1111(d)(1)(B)(v) requires these Plan/s/ be approved by the school, the LEA, and the SEA. For the purposes of the ESSA, the SBE serves as California's SEA.

As a reminder, Hanford Elementary is required to post its approved 2022–23 CSI Prompts to the same LEA web page that the Local Control and Accountability Plan (LCAP), LCAP Federal Addendum, and/or other planning documents are posted. Additionally, the California Department of Education strongly encourages Hanford Elementary to post its CSI Plan/s/ on this same web page to provide more transparency in the outcomes of the planning process for Hanford Elementary's CSI-eligible schools.

If you have any questions regarding this letter, please contact the School Improvement and Support Office by email at SISO@cde.ca.gov or visit our web page with frequently asked questions at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

In Partnership,

Nancy Kim Portillo, Deputy Superintendent
Student Achievement Branch

NP:sr

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
Hanford Community Day School	61118459	5/16/2024	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)

Comprehensive Support and Improvement

This plan meets the ESSA requirements for Comprehensive Support and Improvement (CSI)

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 CSI, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP).

The Hanford Elementary School District operates one TARGETED ASSISTANCE school. This school is a Community Day School (CDS). CDS serves expelled students, students referred by a School Attendance Review Board or probation, and/or high-risk youth referred through a district-level process (which includes teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel) who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting. Students attending CDS are, by definition, those who are most at risk of not meeting the challenging state academic standards. Therefore, all students attending CDS are identified as eligible for Title I services.

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).

The Hanford Community Day School serves a small number of students. (On 4/13/23 there were 36 students enrolled) Students' assignment to CDS is temporary. CDS has three teachers on staff. There are not sufficient data points for statistically relevant surveys due to the small numbers of staff and students. Input from staff and students are collected through direct communication.

Classroom Observations

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

Community Day School consists of three classrooms. One classroom is for students in grades K-3, the other two classrooms are 4-8 with most 4-6 students in one class and 7-8 students in the other class dependent upon number of students. The school principal conducts regular classroom observations.

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)

Note that because most students at CDS are not enrolled from Census day through the first day of state testing, CDS does not receive a color coded score on the California School Dashboard for academics.

Academic Achievement Analysis

Students attending CDS perform far below their peers in the district in both ELA and math. Analysis of data across CDS indicates that absenteeism and suspensions combined with social/emotional and behavior challenges contribute to CDS students lagging behind in ELA and math. In some cases, by the time a student is assigned to CDS, by placement or expulsion, these barriers to learning have accumulated over several years of a student's time in school. Students placed at CDS are often one or more years below their chronological grade level academically.

There is a need for an instructional program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.

There is a need to progress monitor students in CDS that allows comparison of CDS students' achievement to students across the district: There is a need for CDS students to participate in a subset of the district's assessments across the school year.

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

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, The ELA & Math Curriculum Specialists, and the School Principal, with support and technical assistance from the Kings County Office of Education, met regularly throughout the school year to provide technical assistance to the Community Day School (CDS). This assistance included the development of a comprehensive needs assessment. During these meetings, the team conducted an analysis of the school's data on chronic absenteeism, suspension rate, and performance on state and local assessments in ELA and Math going back multiple school-years. Additionally, the team conducted a review of the school's instructional program; a review of the school's staffing and budgets; an analysis the school's professional development needs; and an identification of resource inequities. Based on this analysis, a series of needs was identified.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There are three fully credential, experienced teachers on staff at CDS that have met the requirements for highly qualified staff in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

There are three teachers on staff at CDS. All are experienced and fully credentialed. There is a need to provide teachers at CDS with professional development that includes teacher collaboration and instructional coaching around both curriculum and social-emotional well-being of students.

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

Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, grade level content standards, 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 all students, including English Learners.

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

District PD

A professional development team consisting of a Curriculum Specialist in ELA, a Curriculum Specialist in Math, 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.

There are three professional development days during the school year. Teachers at CDS participate in district professional development on these days and also receive specialized professional development related to the unique needs of the school.

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

Collaboration is provided at staff meetings and at district-wide Professional Development days.

Teaching and Learning

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

The school is equipped with the most current, standards-aligned instructional materials. The district has standards-aligned pacing calendars for all grade levels and for all subject areas.

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

The school provides the required number of instructional minutes.

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

N/A

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

The school is equipped with the most current, standards-aligned instructional materials. English learners are provided with additional instruction using our ELD curriculum. English learners also receive access to supplemental materials at their level.

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

N/A

Opportunity and Equal Educational Access

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

Students have access to small group instruction daily. This allows for the teacher to pre-teach or re-teach important concepts. Every classroom has supplemental materials to support the curriculum. In addition to the one certificated teacher in each classroom, every classroom also has one aide to keep the staff to students ratio low.

Evidence-based educational practices to raise student achievement

CDS implements a supplemental, evidence-based, self-paced, online curriculum for students in grades K-8 to supplement the core program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.

EVIDENCE: SuccessMaker Reading meets ESSA's "Strong" evidence criteria. Study available here:

https://assets.savvas.com/asset_mgr/current/202038/SM_Reading_Report_Addendum.pdf

Parental Engagement

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

CDS maintains communication with parents about students' progress. Parents are informed of their students' academic and social progress via weekly communication along with the use of the Synergy ParentVue online progress reporting system. Teachers contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social progress/concerns.

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)

CDS implements a series of activities to educate, train and support families of CDS students. Through the School Site Council and ELAC, parents, teachers, and staff participate in planning, implementing, and evaluating school programs.

Funding

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

As a result of the pandemic, we are noticing a large percentage of students with significant social-emotional needs. To support these students we use CSI funds to support the salary of a full time psychologist along with paraprofessional that can assist with home visits to support students/families. We have also noticed students have had a significant degree of learning loss due to the pandemic that LCFF (Local Control Funding Formula) funds are used to support teachers and aides to keep student to teacher ratios low and provide extra academic support. Through LCFF, students are provided 1-to-1 laptops for use throughout the day along with wifi hotspots for home use if home internet access is a barrier. Title 1 funds are used to supplement the core curriculums that includes supplemental online academic programs. Educator Effectiveness Block Grant is used to fund an ELD Coach, who provides professional development to staff for English Learners.

Fiscal support (EPC)

Funds are aligned with the goals outlined in the Single School Plan for Student Achievement. These funds are monitored by the School Site Council and ELAC Committee.

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, January, March, 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 periodically throughout the year. 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 of the following: 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.

The per-student spending for students at CDS is significantly higher than for students across the district. Class sizes at CDS are very small (often 10-20 students spread across 3 teachers). Each classroom is provided with a teacher and an instructional aide. The school is also provided with an administrator and secretary.

Notwithstanding this level of spending and support, there are resource inequities at CDS. The district has a team of enrichment teachers (art, music, and physical education) that serve schools across the district on a rotational basis. This team has not served CDS at the same rate as other schools. The district has a team of instructional coaches that provide professional development and in-class coaching across the district. While the instructional coaches do serve teachers at CDS, it is not at the same rate as the other schools in the district. Teachers at CDS are not provided with early student release for collaboration on Wednesdays (as are other teachers in the district).

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%			0
African American	%	%	0%			0
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	50.0%	71.43%	69.23%	1	5	9
Pacific Islander	%	%	0%			0
White	50.0%	28.57%	23.08%	1	2	3
Multiple/No Response	%	%	7.69%			1
Total Enrollment				2	7	13

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	1	3	2
Grade 1	1		2
Grade 5			2
Grade 6			2
Grade 7			2
Grade 8		4	3
Total Enrollment	2	7	13

Conclusions based on this data:

1. Because students at CDS are enrolled for only part of the school year, all information above is based on cumulative enrollment (unduplicated counts of all students who were enrolled at CDS any time during the school year).

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		2	5		28.6%	38.5%
Fluent English Proficient (FEP)		0	1		0.0%	7.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Because students at CDS are enrolled for only part of the school year, all information above is based on cumulative enrollment (unduplicated counts of all students who were enrolled at CDS any time during the school year).

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		*			*			*				
Grade 6		4			4			4			100.0	
Grade 7		5			4			4			80.0	
Grade 8		*			*			*				
All Grades		13			12			12			92.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0.00			0.00			16.67			83.33	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. Because students at CDS are enrolled for only part of the school year, all information above is based on cumulative enrollment (unduplicated counts of all students who were enrolled at CDS any time during the school year).
2. Note: Students Enrolled information is for all students enrolled during the school year. These students were not necessarily enrolled at CDS at the time of testing. Therefore, the percentage of students tested will be left blank. The district met all participation rate requirements for state testing in each of the three years.

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		*			*			*				
Grade 6		4			4			4			100.0	
Grade 7		5			4			4			80.0	
Grade 8		*			*			*				
All Grades		13			12			12			92.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0.00			0.00			8.33			91.67	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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		*			*			*	
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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
All Grades											*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
7	85.7	28.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Hanford Community Day 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	28.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	6	85.7
Students with Disabilities	1	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	5	71.4
Two or More Races		
Pacific Islander		
White	2	28.6

Conclusions based on this data:

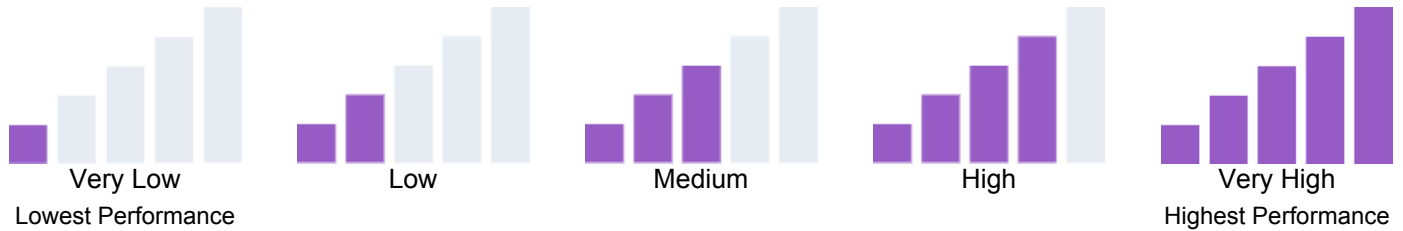
1. See Identified Need Goals #1-4.

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 No Performance Level	Chronic Absenteeism No Performance Level	Suspension Rate Very High
Mathematics No Performance Level		
English Learner Progress No Performance Level		

Conclusions based on this data:

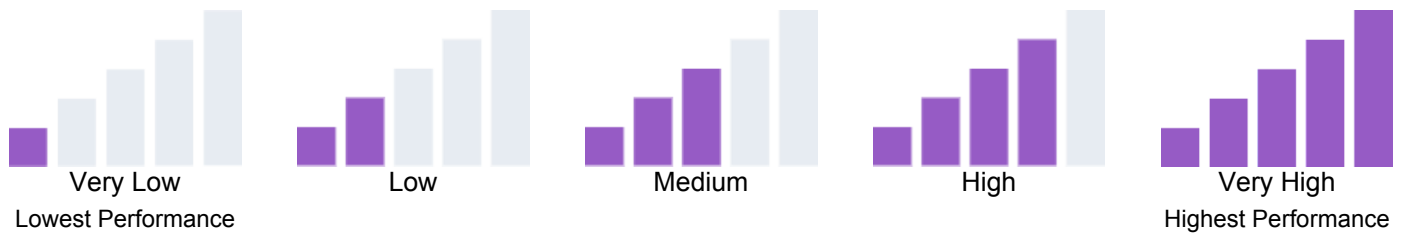
1. See Identified Need Goals #1-4.

School and Student Performance Data

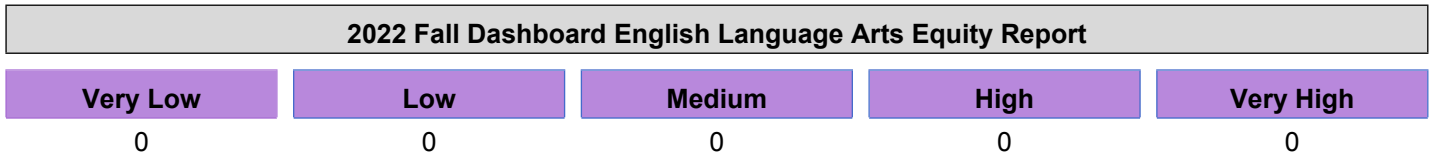
Academic Performance English Language Arts

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](#).

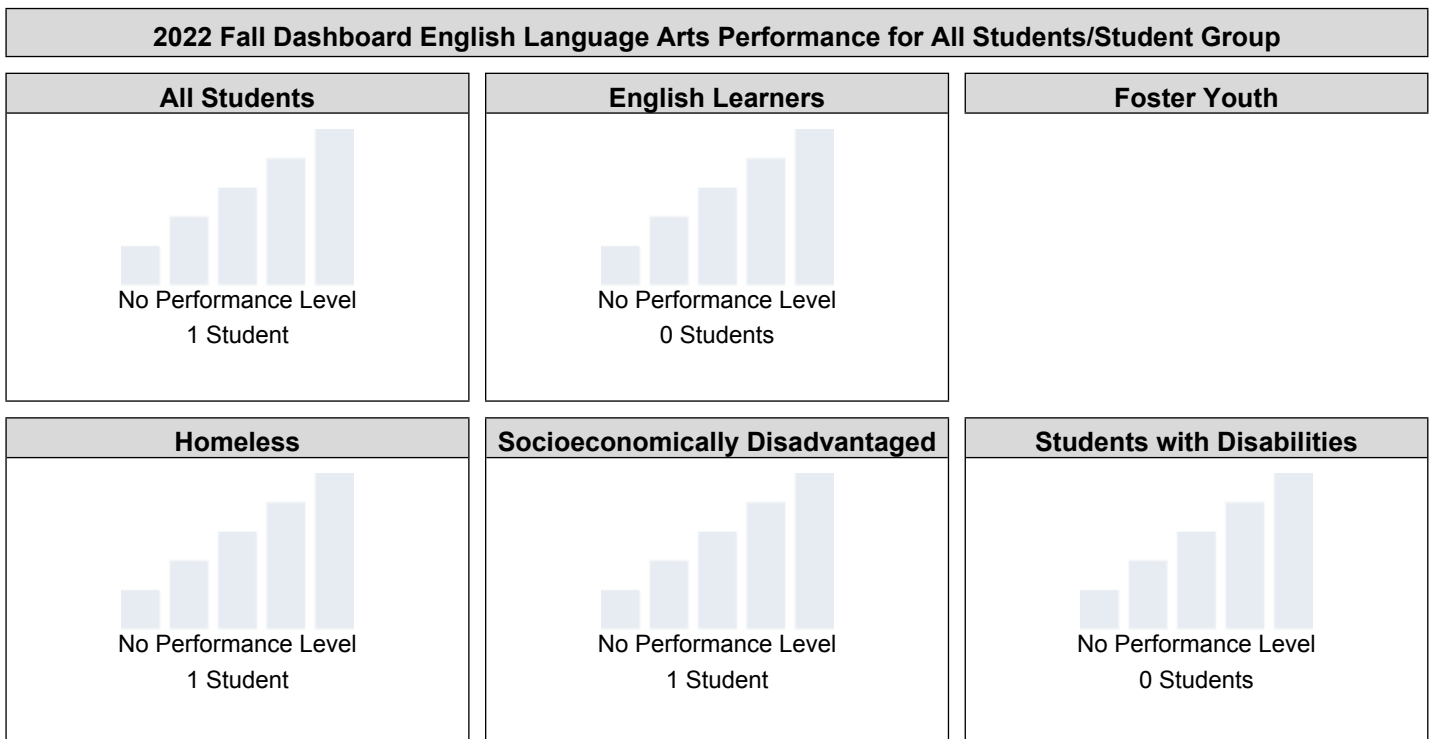
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



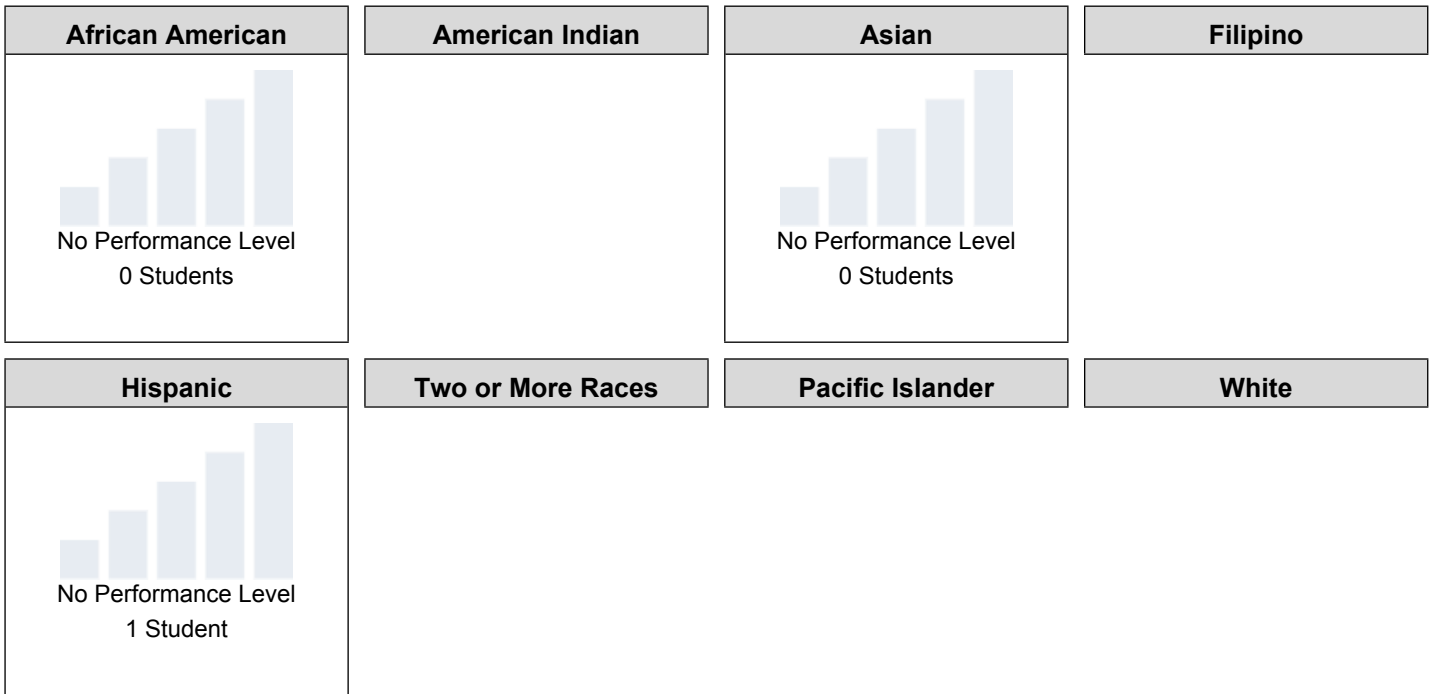
This section provides number of student groups in each level.



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
0 Students		1 Student

Conclusions based on this data:

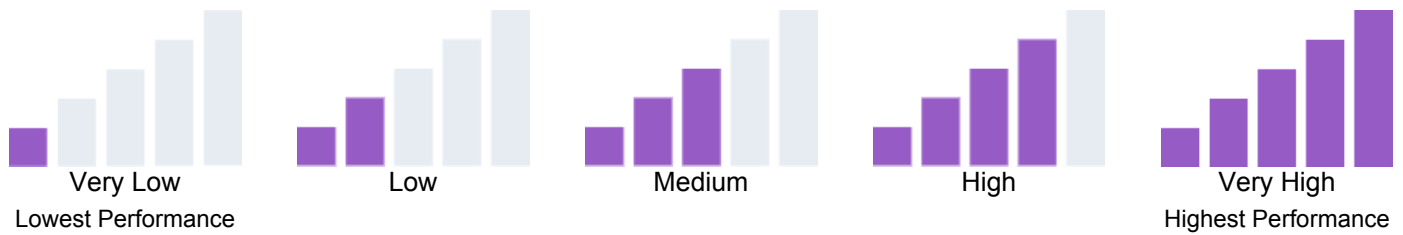
1. See Identified Need Goals #1-4

School and Student Performance Data

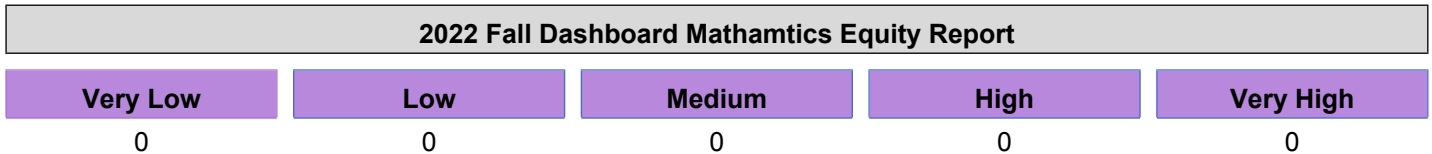
Academic Performance Mathematics

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](#).

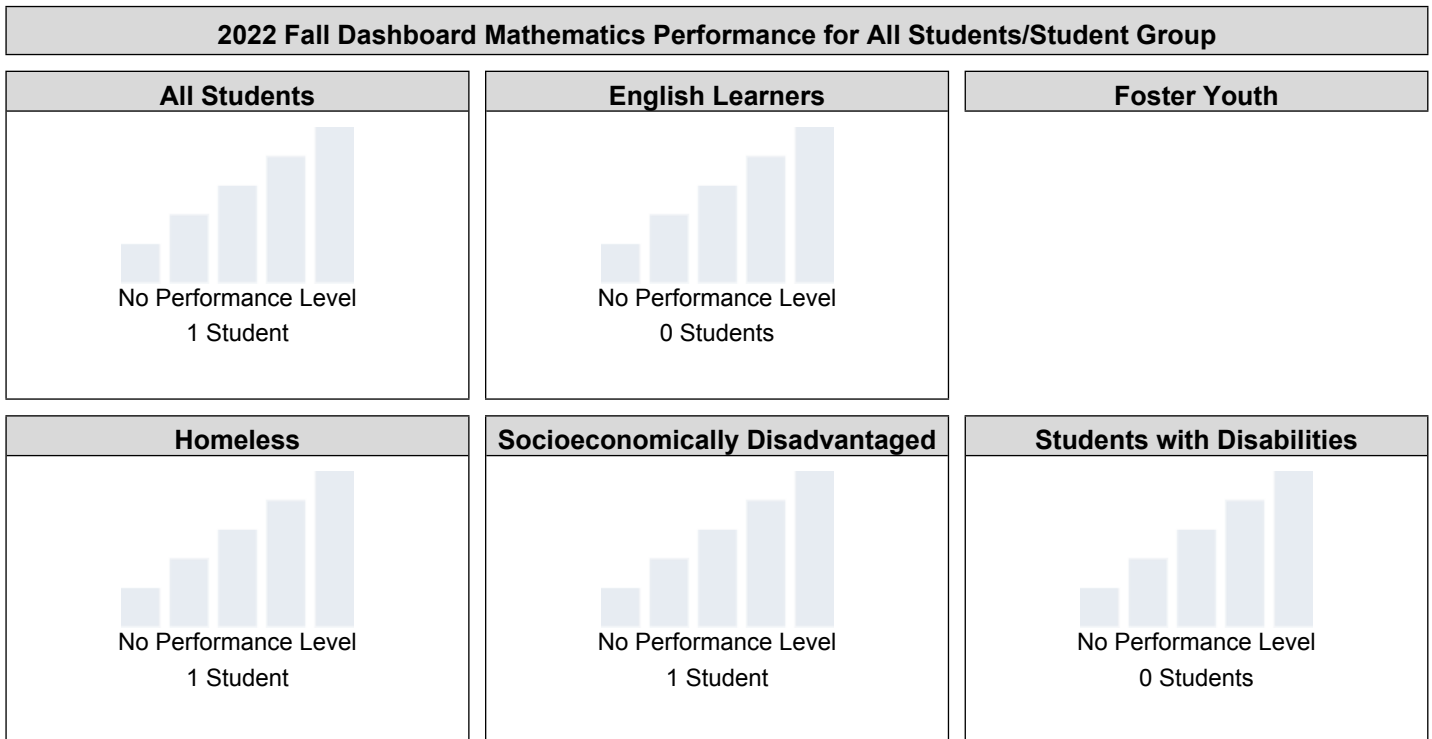
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



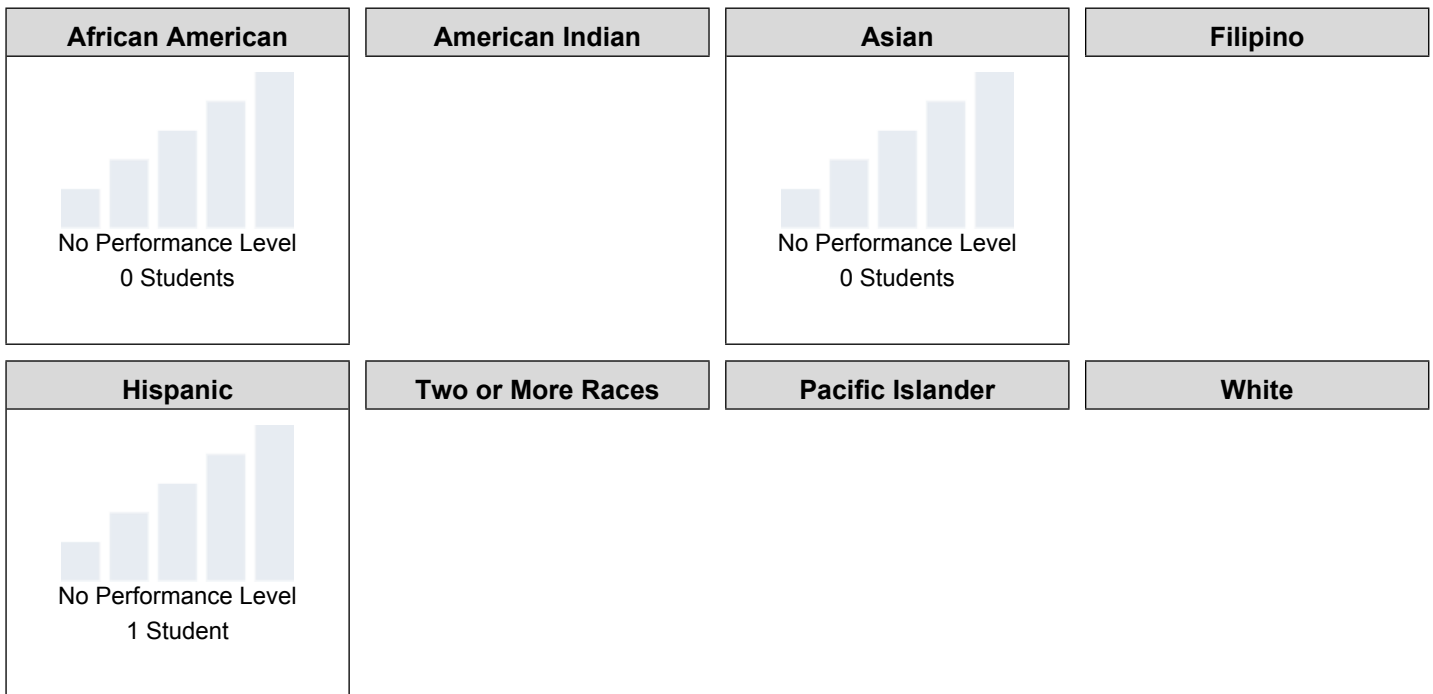
This section provides number of student groups in each level.



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
0 Students		1 Student

Conclusions based on this data:

1. See Identified Need Goals #1-4

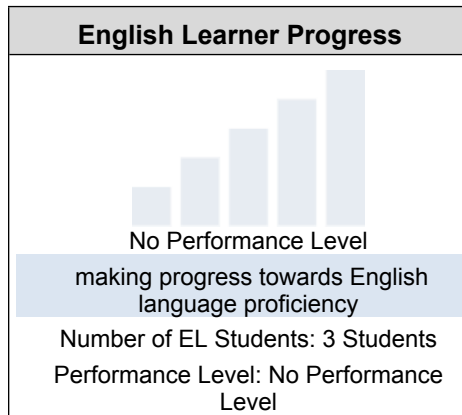
School and Student Performance Data

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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

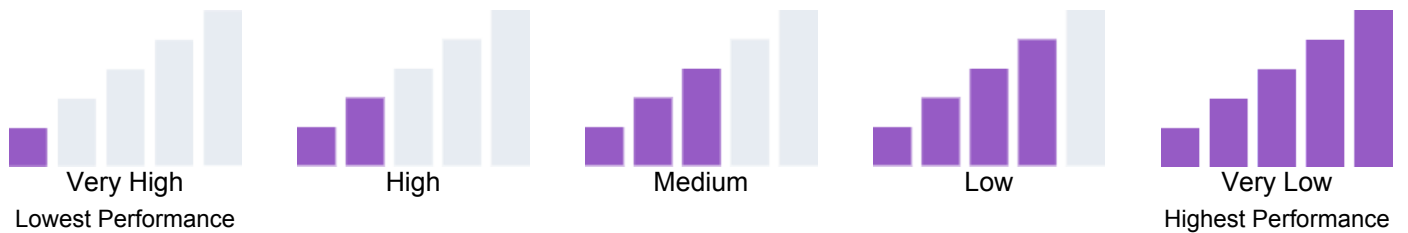
- See Identified Need Goals #1-4

School and Student Performance Data

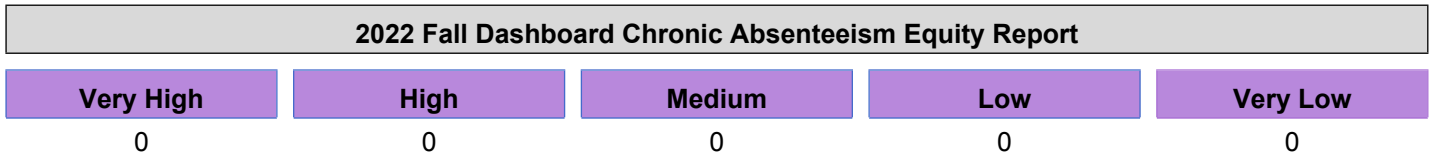
Academic Engagement Chronic Absenteeism

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](#).

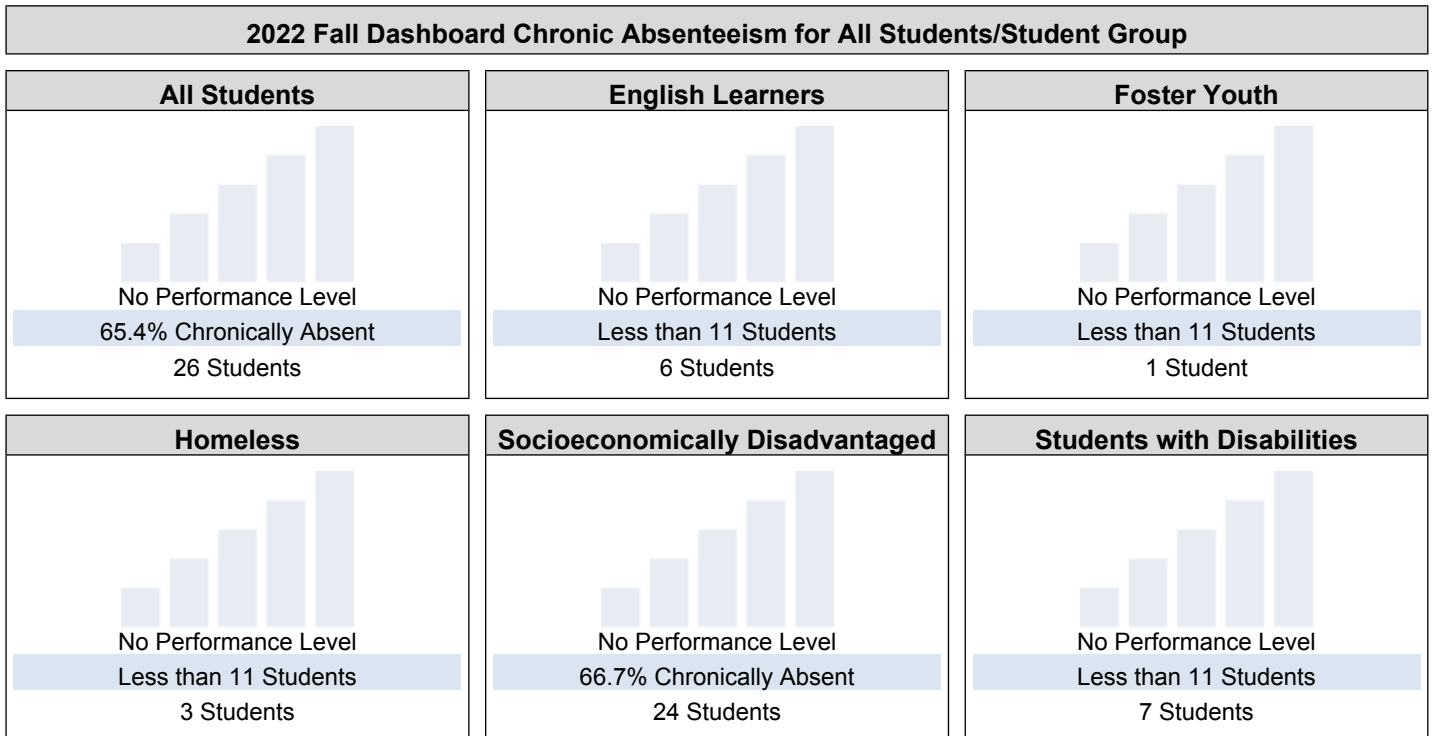
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



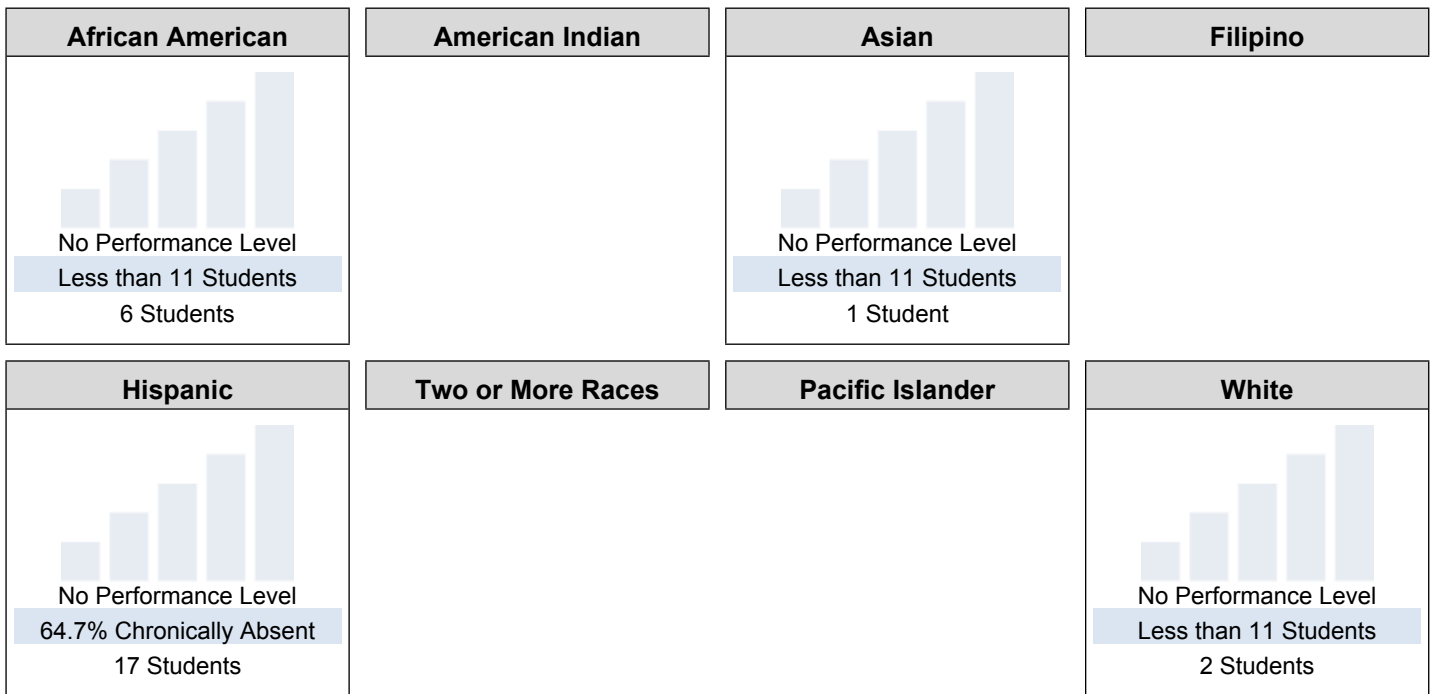
This section provides number of student groups in each level.



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:

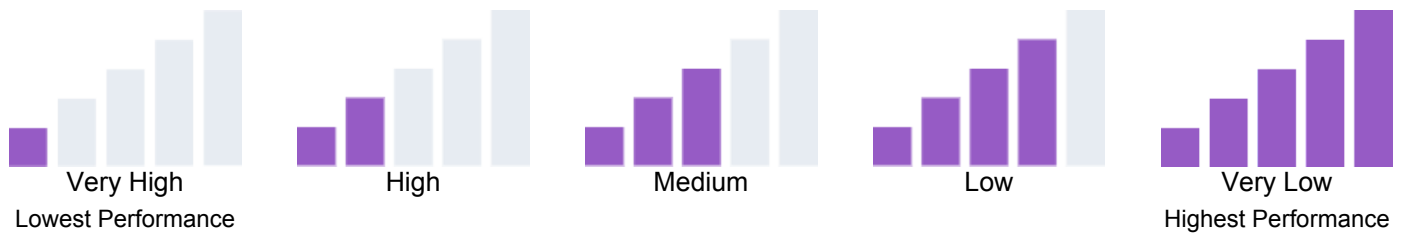
- Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school.
There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.
 - There is a need to strengthen the relationships between CDS students and adults in the school.
 - There is a need to build the relationships between the families of CDS students and the school.
 - There is a need to build CDS students' relationships with one another.

School and Student Performance Data

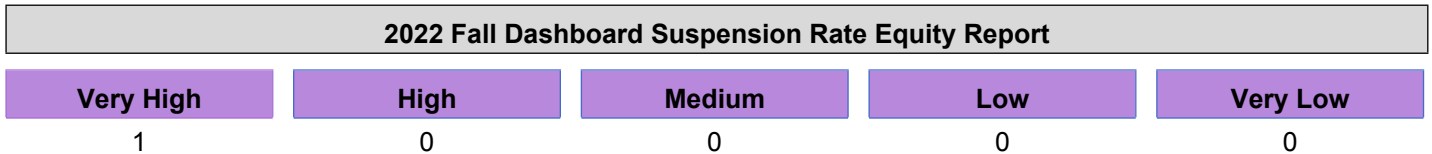
Conditions & Climate Suspension Rate

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](#).

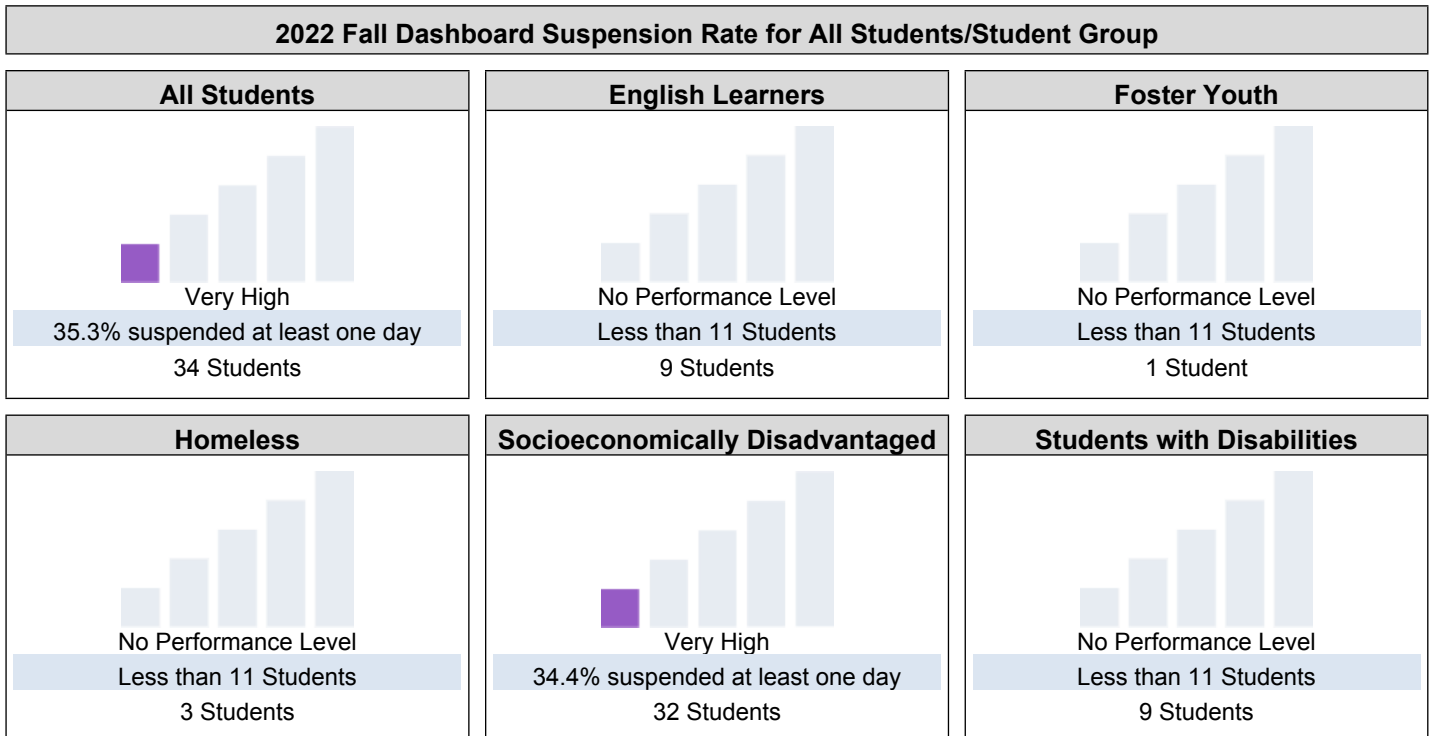
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



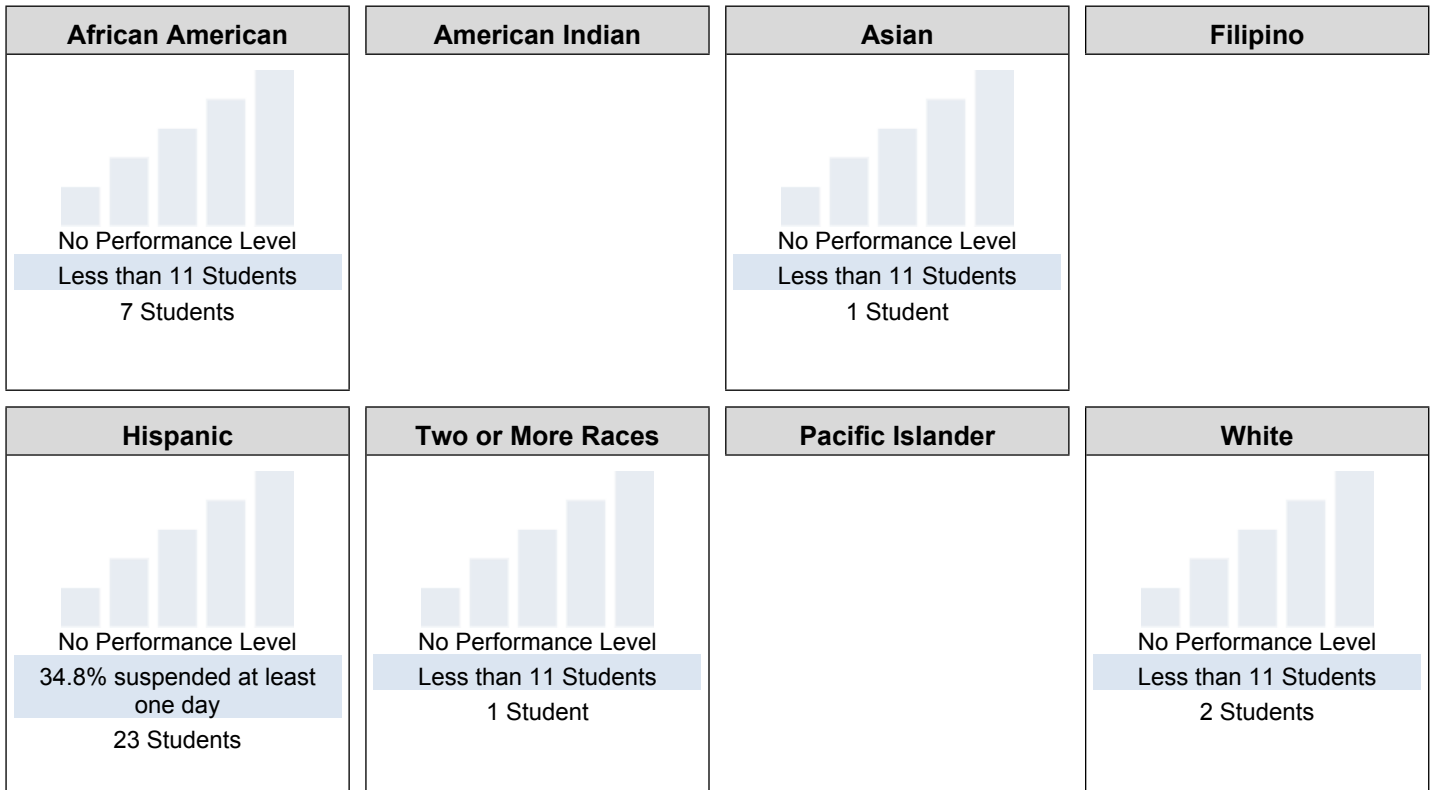
This section provides number of student groups in each level.



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:

- | | | |
|------------|------|----------|
| Suspension | Rate | Analysis |
|------------|------|----------|

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social-emotional challenges that contribute to their behavior challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS. Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

 - There is a need to strengthen the relationships between CDS students and adults in the school.
 - There is a need to build the relationships between the families of CDS students and the school.
 - There is a need to build CDS students' relationships with one another.
 - There is a need to provide students with the skills that will enable them to foster and support these relationships.
 - There is a need to provide ongoing support to students as they transition back to their home school.
 - There is a need to provide families with education and support.

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
Local Analysis of CAASPP Scores ELA (2021-2022 CAASPP)	65% Not Met (13 students) 20% Nearly Met (4 students) 15% Met (3 students)	55% Not Met 35% Nearly Met 20% Met
Local Analysis of CAASPP Scores Math (2021-2022 CAASPP)	80% Not Met (16 students) 15% Nearly Met (3 students) 5% Met (1 student)	55% Not Met 35% Nearly Met 20% Met

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 (All students at CDS are "High Needs" students)

Strategy/Activity

Classroom and School Staffing:

Classrooms at CDS will be staffed with one certificated classroom teacher and one aide. The ratio of staff to students will be kept low.

Classrooms will have the necessary instructional materials and technology.

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)
569,344	LCFF 1000-1999: Certificated Personnel Salaries Community Day School Administrator, 3 Teachers, and subs
212,322	LCFF 2000-2999: Classified Personnel Salaries Community Day School Classified (3 Instructional Aides, 1 Clerical, and subs)
9,384	LCFF 4000-4999: Books And Supplies Community Day School Supplies and Materials
200	LCFF 5000-5999: Services And Other Operating Expenditures Copier Office

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grades 4-8

Strategy/Activity

Evidence Based Curriculum

Implement a supplemental, evidence-based, self-paced, online curriculum for students in grades K-8 to supplement the core program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.

EVIDENCE

SuccessMaker Reading meets ESSA's "Strong" evidence criteria. Study available here:

https://assets.savvas.com/asset_mgr/current/202038/SM_Reading_Report_Addendum.pdf

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	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Online subscription based instructional materials (Selecting and implementing evidence-based interventions/strategies/activities)
5,081.83	Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures Digital Content/Subscriptions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

Assessments

Develop a system of assessments that allow teachers, site admin., and district admin. to monitor the academic progress of students at CDS.

Using a subset of district developed assessments, CAASPP Interim assessments, and/or curriculum based assessments, teachers at CDS will deliver assessments and monitor the progress of students in their class. Teachers will use information from these assessments to plan and deliver instruction and interventions. School and district leadership will use information from these assessments to plan and provide professional development and other supports for CDS teachers.

EVIDENCE

Strong Evidence:

SuccessMaker Reading meets ESSA’s “Strong” evidence criteria. Study available here:

https://assets.savvas.com/asset_mgr/current/202038/SM_Reading_Report_Addendum.pdf

Low Evidence (Recommendation is based on expert opinion derived from strong findings or theories in related areas.)

1. Make data part of an ongoing cycle of instructional improvement (Low)
2. Teach students to examine their own data and set learning goals (Low)
3. Establish a clear vision for schoolwide data use (Low)
4. Provide supports that foster a data-driven culture within the school (Low)
5. Develop and maintain a districtwide data system (Low)

U.S. Department of Education. (2009). Using Student Achievement Data to Support Instructional

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)

1,000

Source(s)

Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Assessment Materials (Using data and outcomes to monitor and evaluate improvement efforts)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

Implement standards aligned ELA and mathematics instruction incorporating state adopted text and HESD pacing calendars.

EVIDENCE

Strong Evidence

Note: The HESD Mathematics Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study:

1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures.
2. When introducing new concepts and procedures, use accessible numbers to support learning.
3. Sequence instruction so that the mathematics students are learning builds incrementally.
4. Provide visual and verbal supports.
5. Provide immediate, supportive feedback to students to address any misunderstandings.

*U.S. Department of Education. (2021). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse.

Strong/Moderate/Minimal Evidence

Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal)
2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate)

*U.S. Department of Education. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Washington D.C.: What Works Clearinghouse.

Strong/Moderate Evidence

Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study:

1. Provide explicit vocabulary instruction (Strong)
2. Provide direct and explicit comprehension strategy instruction. (Strong)
3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate)
4. Increase student motivation and engagement in literacy learning. (Moderate)
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong)

*U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. 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)
	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Books: Classroom Libraries (Selecting and implementing evidence-based interventions/strategies/activities)
10,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Subscriptions (Time For Kids, National Geo for Kids etc.) (Selecting and implementing evidence-based interventions/strategies/activities)
20,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Instructional Supplies (Paper, Materials etc.) (Selecting and implementing evidence-based interventions/strategies/activities)
147	Title I 4000-4999: Books And Supplies Supplies Materials
600	LCFF 5000-5999: Services And Other Operating Expenditures Copier Instruction
500	LCFF 5700-5799: Transfers Of Direct Costs TRC
1,000	LCFF 5700-5799: Transfers Of Direct Costs Print Shop

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

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.

The COVID-19 pandemic and resulting student absences and staffing shortages disrupted many of the school's programs and operations in 2021-2022.

Pandemic related staffing shortages and student absences effected the implementation of after-school tutoring. Not all funds allocated to this activity were spent.

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	Teachers participate in science PD and implement NGSS aligned hands-on activities in their classrooms.
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 (All students at CDS are "High Needs" students)

Strategy/Activity

School Site PD

Teachers and administrators at CDS 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 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.

Data will be disaggregated to show overall performance of individual students, and individualized, differentiated instruction will be planned and delivered based on this analysis.

EVIDENCE

Not from a formal research study. (Recommendation is based on expert opinion derived from strong findings or theories in related areas.)

Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning Knowles 1973; Zemke and Zemke 1981. These include the following:

- Sustained professional learning
- Job-embedded professional learning
- Collegial professional learning
- Integrative professional learning
- Practical professional learning
- Results-oriented professional learning

California Department of Education. (2012). English Language Arts/English Language Development Framework for California Public Schools. Chapter 11. Sacramento: California Department of Education.

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)

1,021	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitute Teachers for Release Time for Professional Development (Building capacity)
5,102	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher Overcontract for Professional Development (Building capacity)
1,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Including Training in the Online Inst. Materials) (Building capacity)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

District PD

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

EVIDENCE

Not from a formal research study. (Recommendation is based on expert opinion derived from strong findings or theories in related areas.)

Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning Knowles 1973; Zemke and Zemke 1981. These include the following:

- Sustained professional learning
- Job-embedded professional learning
- Collegial professional learning
- Integrative professional learning

- Practical professional learning
- Results-oriented professional learning

California Department of Education. (2012). English Language Arts/English Language Development Framework for California Public Schools. Chapter 11. Sacramento: California Department of Education.

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.

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

1,667.67

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 (All students at CDS are "High Needs" 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

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.

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

All students at CDS have experienced significant trauma (e.g. death of parent/guardian from COVID, abandonment/incarceration of parent/guardian, homelessness etc.). CDS students openly admit to being active illicit drug users.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Suspension Rate Indicator: All Students	(2022) Very High: 35.3	2023: 30.0%
CA School Dashboard Suspension Rate Indicator:	(2022) Very High: 34.4	2023: 30.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged		
CA School Dashboard Suspension Rate Indicator: Hispanic	(2019) Red: Increased (55.3%) - Not reported for 2022	2023: 30.0%
CA School Dashboard Chronic Absenteeism Indicator: All Students	(2022) Very High: 65.4%	2023: 32.7%
CA School Dashboard Chronic Absenteeism Indicator: Socioeconomically Disadvantaged	(2019) Red: Increased (51.3%) - Not reported for 2022	2023: 32.7%

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 (All students at CDS are "High Needs" students)

Strategy/Activity

STRATEGY/ACTIVITY

Student Engagement Activities

Develop and implement a series of hands-on activities and incentive/reward system that are designed to increase student engagement and participation in school and to reduce absenteeism and suspension rates. These activities will have links to the district's curriculum and the State Standards, but their primary focus will be teaching socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom or school. School staff, along with the district's team of art teachers, music teachers, physical education teachers, instructional coaches, and outside consultants will be utilized to develop and deliver these activities.

EVIDENCE

Strong/Moderate Evidence:

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

Modify the classroom learning environment to decrease problem behavior. (Strong)

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

Provide academic support and enrichment to improve academic performance. (Moderate)

Personalize the learning environment and instructional process. (Moderate)

Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.(Moderate)

U.S. Department of Education. (2008). Dropout Prevention. 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)
1,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultants for Student Activities (Selecting and implementing evidence-based interventions/strategies/activities)
20,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies and Materials for Project Based Learning, Fees for Enrichment Activities (Video Conferences etc.), Entrance Fees for Study Trips, Incentive/Rewards (Selecting and implementing evidence-based interventions/strategies/activities)
7,000	LCFF 4000-4999: Books And Supplies Function 2700: Office Supplies, Materials (5,000) Function 3140: Health/Nurse Supplies (2,000)
1,000	Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs Food Incentives from District Kitchen (Selecting and implementing evidence-based interventions/strategies/activities)
10,466	Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs Object 430000: Study Trip Entrance Fees (9,466) Object 571020: Transportation for Study Trips (1,000) (Selecting and implementing evidence-based interventions/strategies/activities)
1,000	Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs TRC

1,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultants (Selecting and implementing evidence-based interventions/strategies/activities)
600	LCFF 4000-4999: Books And Supplies Teacher Allowance for Classroom Instructional Supplies and Materials
1,500	LCFF 4000-4999: Books And Supplies Equipment Supplies and Materials for Activities
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Overcontract for Enrichment Activities (Selecting and implementing evidence-based interventions/strategies/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 (All students at CDS are "High Needs" students)

Strategy/Activity

Monitor Student Attendance

Student attendance will be monitored daily. School staff will conduct home visits for students who are absent each day. These visits will build relationships with students' families for continued guidance and support. Students will be brought to school by staff if necessary.

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.

Assign adult advocates to students at risk of dropping out. (Moderate)

U.S. Department of Education. (2008). Dropout Prevention. 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)
10,258	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Paraprofessional to Assist with Home Visits, Build Relationships with Students & Families (Selecting and implementing evidence-based interventions/strategies/activities)
1,026	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional Clerical Support (Selecting and implementing evidence-based interventions/strategies/activities)
500	LCFF 5700-5799: Transfers Of Direct Costs Food From District Kitchen for Rewards (Selecting and implementing evidence-based interventions/strategies/activities)
	LCFF 5700-5799: Transfers Of Direct Costs Postage

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

Develop a system of supports to aid students' transition back to their regular classrooms.

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)
375	LCFF 5000-5999: Services And Other Operating Expenditures Transportation to provide students the opportunity to attend their regular school for part of the day and CDS for part of the day.

	(Selecting and implementing evidence-based interventions/strategies/activities)
1,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Transportation for Student Transition Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

Provide teaching, intervention, and support for students 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.

Assign adult advocates to students at risk of dropping out. (Moderate)

U.S. Department of Education. (2008). Dropout Prevention. 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)
145,545	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries School Counselor: Full time (Temporary Contract)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

Provide a series of information/early-intervention based informational sessions on drug abuse prevention. The goal is to provide high-needs students with information to:
help them understand the dangers/consequences of using illicit drugs
gain insight into their own social-emotional health
recognize "triggers" that may lead students to want to use drugs
develop coping skills (e.g. how to resist peer pressure, media pressure etc.)

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)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Drug Abuse Prevention Services

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.	21-22 Parent Conference Attendance: 100%	22-23 Parent conference attendance rate will be at least 95%.

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 (All students at CDS are "High Needs" students)

Strategy/Activity

Maintain communication with parents about students' progress. Parents will be informed of students' academic and social progress via weekly and/or throughout the use of the Synergy ParentVue online progress reporting system. Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social progress/concerns.

EVIDENCE

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)

100

Source(s)

Title I
4000-4999: Books And Supplies
Supplies Materials for Parent Communication
(Selecting and implementing evidence-based interventions/strategies/activities)

2,270.83

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (All students at CDS are "High Needs" students)

Strategy/Activity

Implement a series of activities to educate, train and support families of CDS students.

EVIDENCE

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)
1,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Software License for Parent Training and Support Program (Selecting and implementing evidence-based interventions/strategies/activities)
2,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies and Materials for Parent Involvement and Education (Selecting and implementing evidence-based interventions/strategies/activities)

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

Parent Conference Percentages: 100%

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	\$2,134
Total Federal Funds Provided to the School from the LEA for CSI	\$347,670.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,154,963.75

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 (\$)
Comprehensive Support and Improvement (CSI)	\$234,918.00
Title I	\$247.00
Title I Centralized Service	\$116,473.75

Subtotal of additional federal funds included for this school: \$351,638.75

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	\$803,325.00

Subtotal of state or local funds included for this school: \$803,325.00

Total of federal, state, and/or local funds for this school: \$1,154,963.75

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
- 0 Secondary Students

Name of Members	Role
Dr. Cruz Sanchez-Leal	Principal
Kelly Bekedam	Other School Staff
Omar Fierro (CDS)	Classroom Teacher
Megan Letson	Classroom Teacher
Kellie Noji	Classroom Teacher
Rosa Castro	Parent or Community Member
Janeth Navarro	Parent or Community Member
Gabriela Chavez	Parent or Community Member
Carolina Campos	Parent or Community Member
Sandy Virrueta	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

ELAC Membership

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cruz Sanchez-Leal	X				
Kelly Bekedam			X		
Omar Fierro		X			
Megan Letson		X			
Kellie Noji		X			
Sandy Virrueta				X	
Carolina Campos				X	
Gabriela Chavez				X	
Janeth Navarro				X	
Rosa Castro				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

State Compensatory Education Advisory Committee

District/School Liaison Team for schools in Program Improvement

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 5/24/2023.

Attested:

Principal, Jason Brasil on 5/16/2023