

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cherryland Elementary School	01611926000913	04/12/2023	June 14th, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## 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)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

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.

Cherryland ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# 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?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

The School Site Council is the primary body which reviews and updates the SPSA. The School Site Council is comprised of a balance of staff members and parents. This year we have gathered feedback from several sources as we revised, reviewed and updated our SPSA. This includes staff members on the Instructional Leadership Team, Site Based Decision Making (SBDM) and at staff meetings. We have also gathered feedback from various parent groups on campus including the English Language Learner Advisory Committee (ELAC) which meets once a month, AASAI (African American Student Achievement Initiative) and at coffee with the principal meetings. Parents, community, and staff have also given feedback on a survey. This has been a key piece of information to further expand equity for English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC individuals.

## Resource Inequities

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

Cherryland made gains in many areas in 2022 according to our CAASPP data and school dashboard. However, the school still faces resource inequities. One such inequity relates to the level of supplemental materials we have available for a school that is more than 50% Bilingual Alternative education. Traditionally supplemental materials have primarily focused on English language support or have been evenly split between Sheltered English Immersion programs and Bilingual Alternative programs. This is inequitable in that the Bilingual Alternative program requires materials in two languages and therefore more materials. Another inequity identified within our California dashboard and SPSA is the achievement of African American students and the lack of direct support for this subgroup. Another inequity at Cherryland is addressing the needs of the high level of unhoused students, students in foster care, low income students, socioeconomically disadvantaged, other at risk students. Because of this, Cherryland has embraced the community school approach to providing services and supports to families and students. However, the ability to support this effort through the SPSA has been limited by significant budget reductions, and such a high academic need. The COVID 19 epidemic has also created further inequities within the school community.

# 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	5.2%	5.32%	5.43%	41	39	49
Asian	2.2%	3.55%	2.99%	17	26	27
Filipino	2.3%	2.05%	2.66%	18	15	24
Hispanic/Latino	83.0%	82.67%	81.84%	654	606	739
Pacific Islander	1.0%	1.50%	1.66%	8	11	15
White	1.9%	1.09%	1.55%	15	8	14
Multiple/No Response	4.2%	3.68%	3.77%	33	27	34
	<b>Total Enrollment</b>			788	733	903

### Conclusions based on this data:

Cherryland is a very diverse school with a majority of students that are Hispanic/Latinx.

# 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	415	406	478	52.70%	55.4%	52.9%
Fluent English Proficient (FEP)	91	105	139	11.50%	14.3%	15.4%
Reclassified Fluent English Proficient (RFEP)	13			3.1%		

### Conclusions based on this data:

Cherryland has had a increase in the total number of ELL's from 406 to 478.



# 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	116	101		0	99		0	99		0.0	98.0	
Grade 4	109	115		0	110		0	110		0.0	95.7	
Grade 5	118	112		0	104		0	104		0.0	92.9	
Grade 6	108	107		0	104		0	104		0.0	97.2	
All Grades	451	435		0	417		0	417		0.0	95.9	

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		2354.			7.07			20.20			15.15			57.58	
Grade 4		2386.			1.82			16.36			22.73			59.09	
Grade 5		2446.			4.81			27.88			16.35			50.96	
Grade 6		2487.			4.81			28.85			28.85			37.50	
All Grades	N/A	N/A	N/A		4.56			23.26			20.86			51.32	

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		7.07			50.51			42.42	
Grade 4		2.73			65.45			31.82	
Grade 5		6.73			62.50			30.77	
Grade 6		5.77			53.85			40.38	
All Grades		5.52			58.27			36.21	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.05			45.45			49.49	
<b>Grade 4</b>		2.73			50.91			46.36	
<b>Grade 5</b>		6.73			44.23			49.04	
<b>Grade 6</b>		6.73			57.69			35.58	
<b>All Grades</b>		5.28			49.64			45.08	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.07			70.71			22.22	
<b>Grade 4</b>		0.91			64.55			34.55	
<b>Grade 5</b>		10.58			77.88			11.54	
<b>Grade 6</b>		10.58			68.27			21.15	
<b>All Grades</b>		7.19			70.26			22.54	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.03			55.56			41.41	
<b>Grade 4</b>		0.91			61.82			37.27	
<b>Grade 5</b>		9.62			63.46			26.92	
<b>Grade 6</b>		17.31			57.69			25.00	
<b>All Grades</b>		7.67			59.71			32.61	

**Conclusions based on this data:**

Cherryland's overall performance in ELA increased the amount of students who did not meet the standard.

# 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	116	101		0	99		0	99		0.0	98.0	
Grade 4	109	115		0	113		0	113		0.0	98.3	
Grade 5	118	112		0	107		0	107		0.0	95.5	
Grade 6	108	107		0	105		0	105		0.0	98.1	
All Grades	451	435		0	424		0	424		0.0	97.5	

\* 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		2371.			4.04			19.19			26.26			50.51	
Grade 4		2383.			1.77			7.08			18.58			72.57	
Grade 5		2410.			0.93			2.80			20.56			75.70	
Grade 6		2439.			0.95			9.52			31.43			58.10	
All Grades	N/A	N/A	N/A		1.89			9.43			24.06			64.62	

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		6.06			41.41			52.53	
Grade 4		2.65			22.12			75.22	
Grade 5		1.87			24.30			73.83	
Grade 6		1.92			37.50			60.58	
All Grades		3.07			30.97			65.96	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.07			39.39			53.54	
<b>Grade 4</b>		2.65			30.97			66.37	
<b>Grade 5</b>		0.93			42.99			56.07	
<b>Grade 6</b>		1.90			45.71			52.38	
<b>All Grades</b>		3.07			39.62			57.31	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.09			53.54			37.37	
<b>Grade 4</b>		2.65			39.82			57.52	
<b>Grade 5</b>		1.87			49.53			48.60	
<b>Grade 6</b>		3.81			58.10			38.10	
<b>All Grades</b>		4.25			50.00			45.75	

**Conclusions based on this data:**

Over three years Cherryland has had a significant increase in the number of student not meeting the standard for Math. In 2018-19 51% of our students did not meet the standard. This was increased to 64%.

# 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
<b>733</b>	<b>66.3</b>	<b>55.4</b>	<b>0.3</b>
Total Number of Students enrolled in Cherryland Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	406	55.4
Foster Youth	2	0.3
Homeless	6	0.8
Socioeconomically Disadvantaged	486	66.3
Students with Disabilities	74	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	5.3
American Indian		
Asian	26	3.5
Filipino	15	2.0
Hispanic	606	82.7
Two or More Races	27	3.7
Pacific Islander	11	1.5
White	8	1.1

**Conclusions based on this data:**

Cherryland as a significant number of students that are socioeconomically disadvantaged at 66.3%.

# School and Student Performance Data

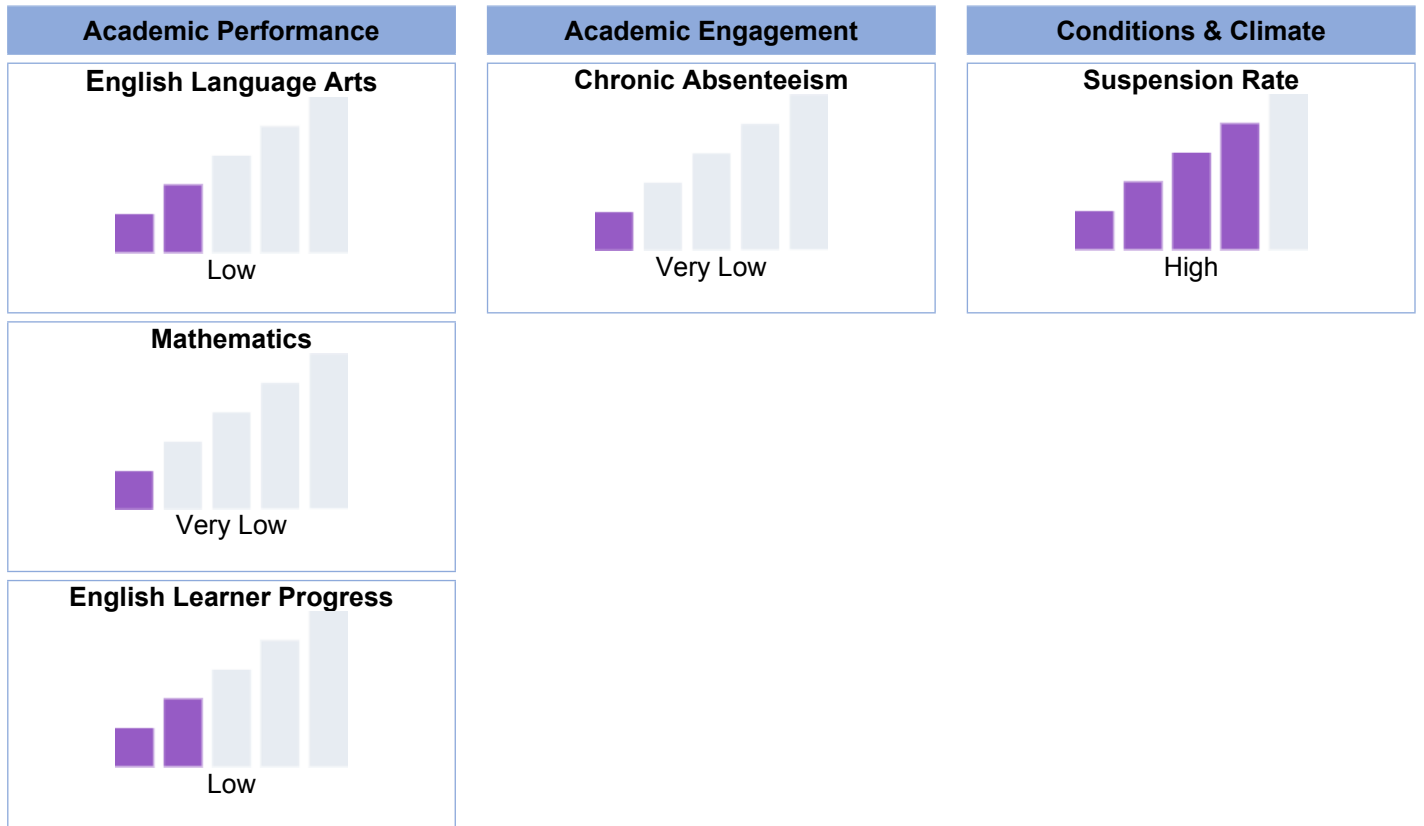
## Overall Performance

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



#### Conclusions based on this data:

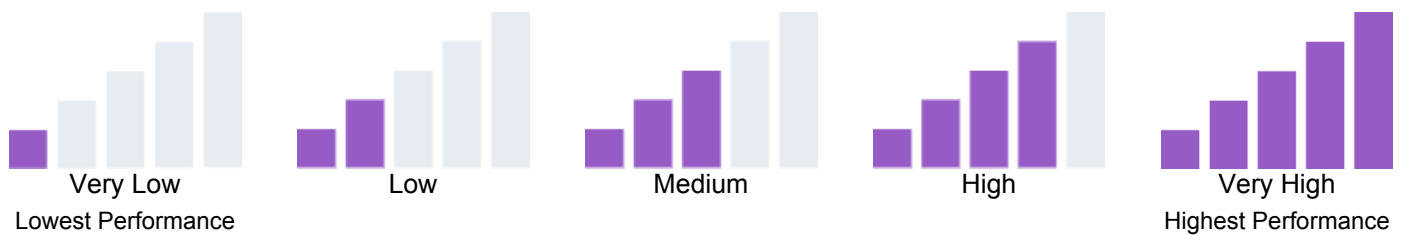
Math and Chronic Absenteeism were our most significant areas in need of Improvement as they were both very low.

# School and Student Performance Data

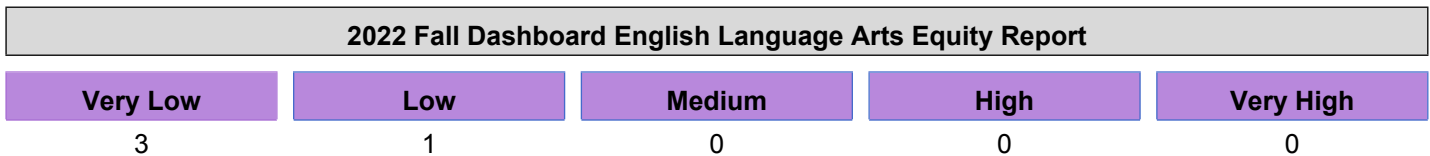
## Academic Performance English Language Arts

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](#).

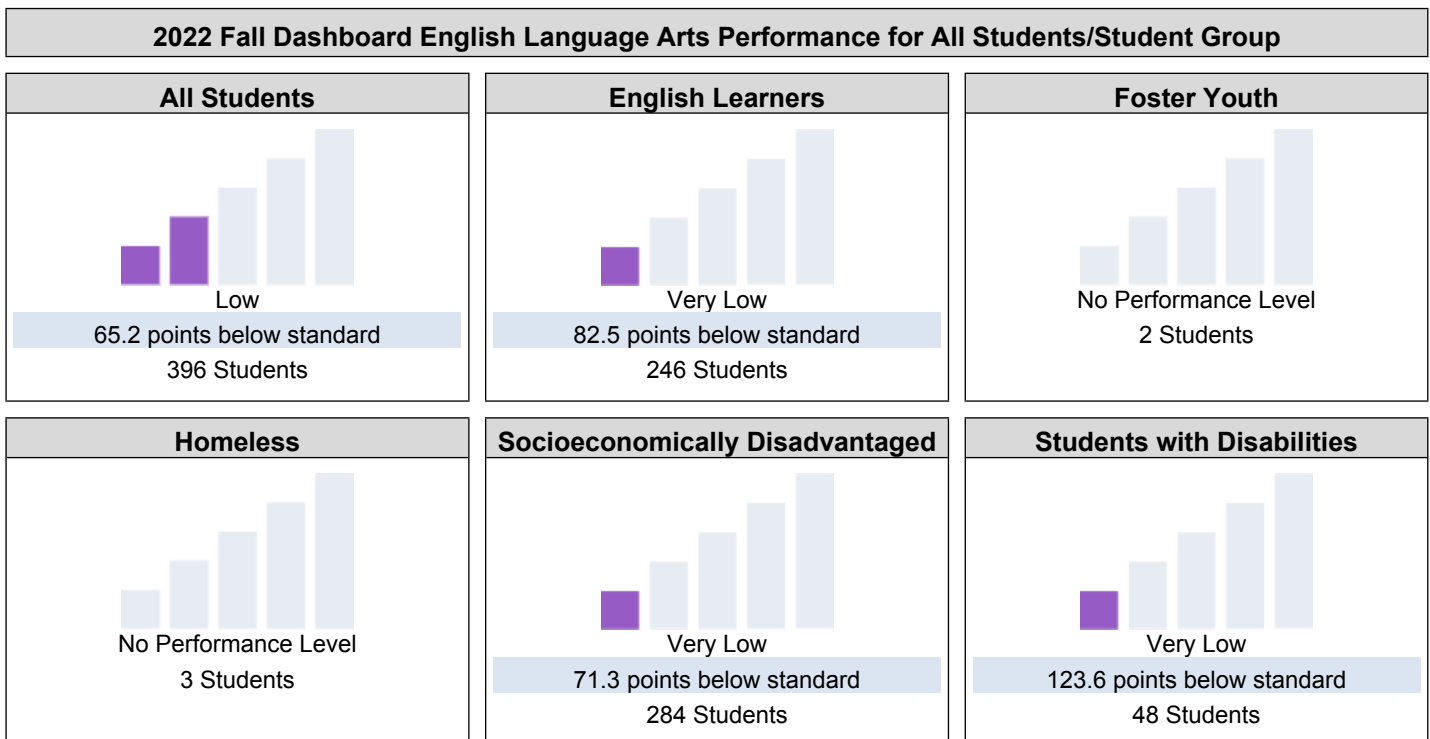
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

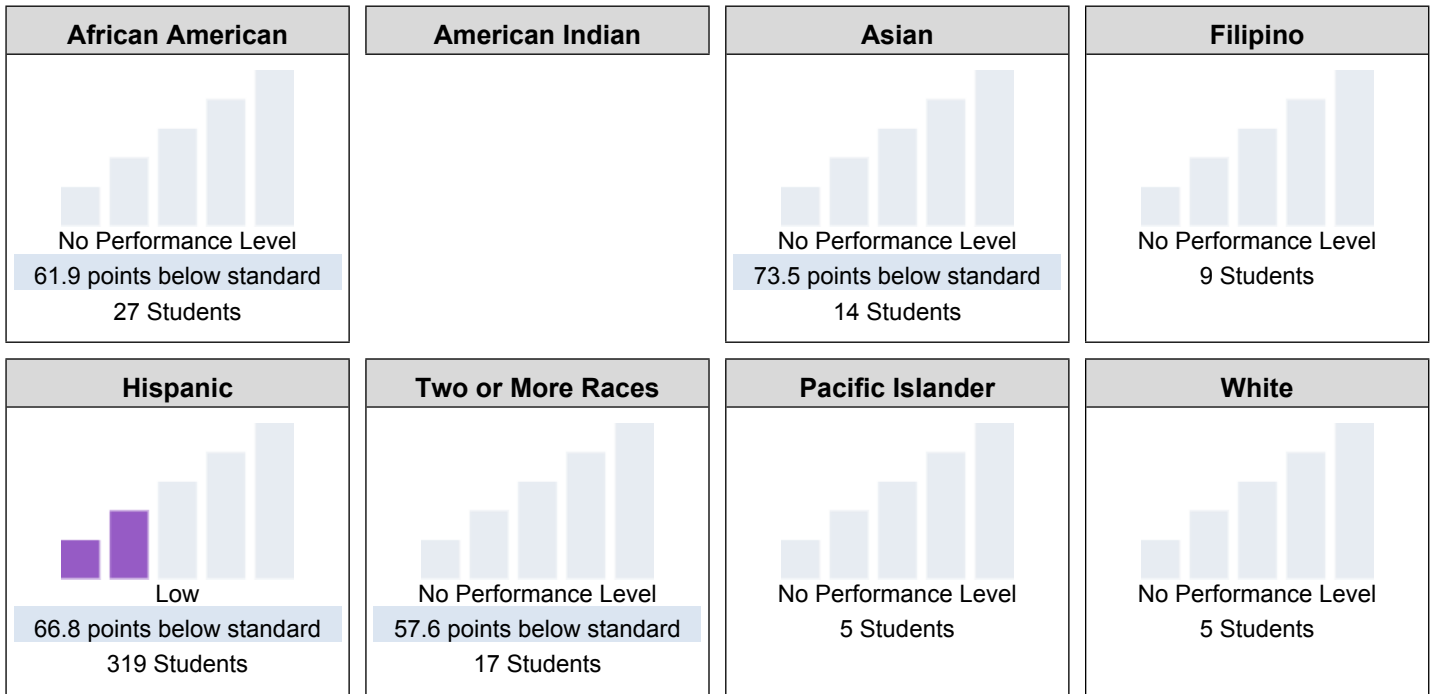


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in 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
106.7 points below standard 183 Students	12.2 points below standard 63 Students	47.7 points below standard 130 Students

**Conclusions based on this data:**

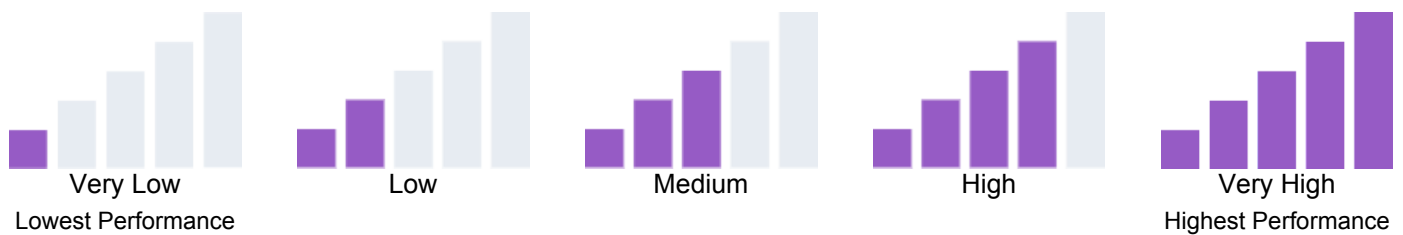
Our English Language Learners and our Socioeconomically disadvantaged are scoring in the very low status.

# School and Student Performance Data

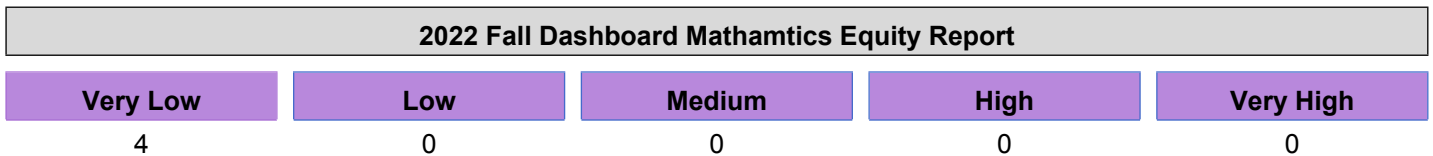
## Academic Performance Mathematics

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

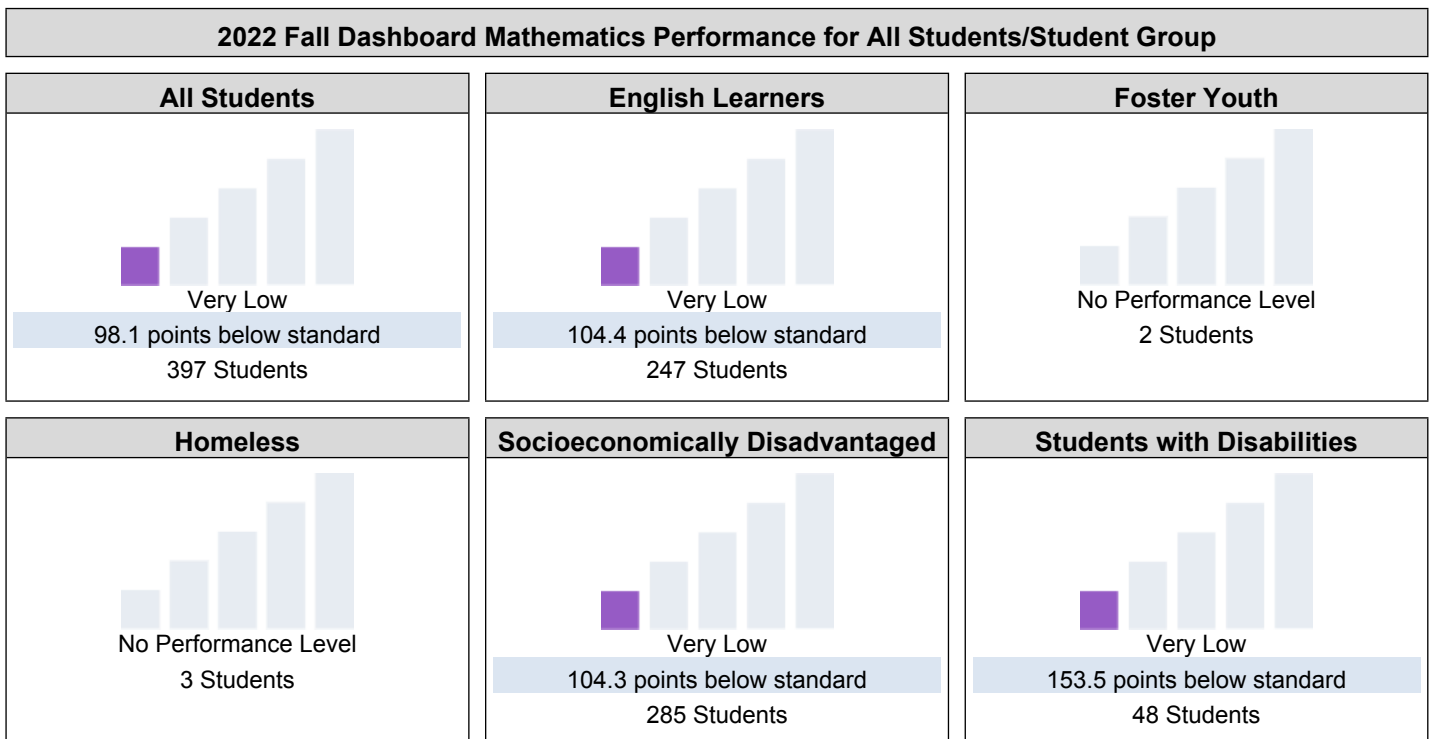
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



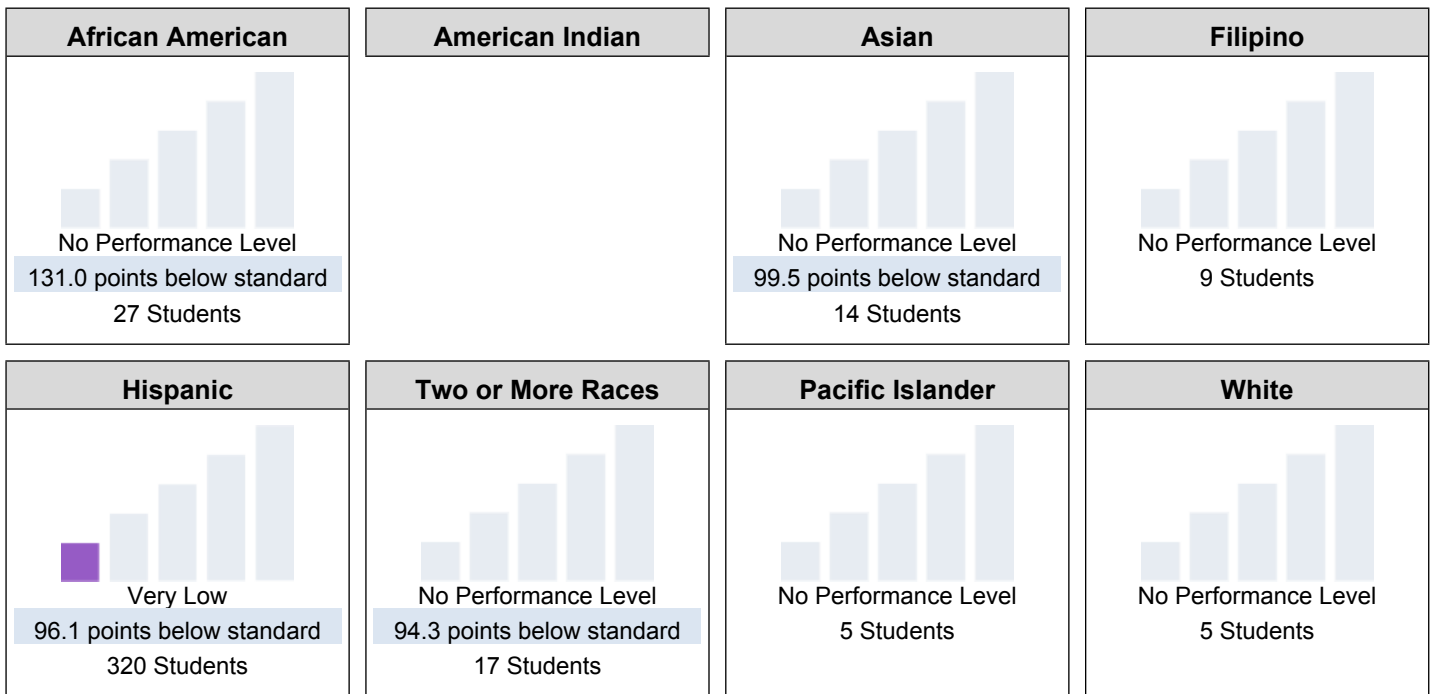
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">118.5 points below standard</p> <p>184 Students</p>	<p style="background-color: #e6f2ff;">63.4 points below standard</p> <p>63 Students</p>	<p style="background-color: #e6f2ff;">96.2 points below standard</p> <p>130 Students</p>

**Conclusions based on this data:**

English Language Learners and our Socioeconomically disadvantaged students are scoring very low in Mathematics.

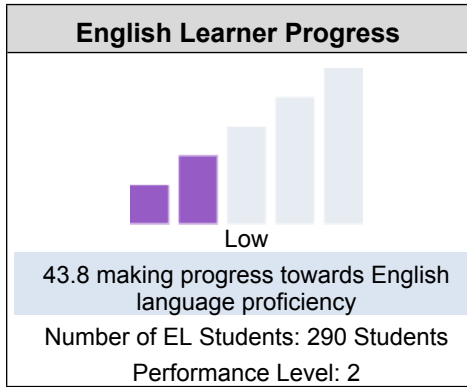
# School and Student Performance Data

## 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
13.8%	42.4%	0.0%	43.8%

**Conclusions based on this data:**

A majority of our English Language Learners are making progress towards reclassification as per the 2022 Fall dashboard EL Progress Indicator.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

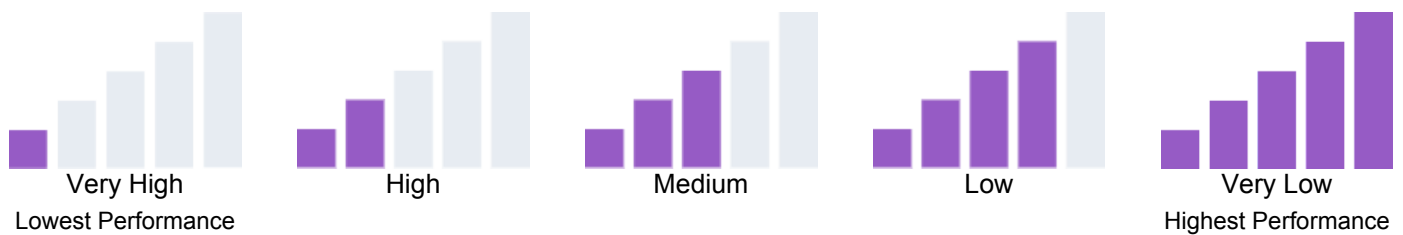
No data available in Fall of 2022.

# School and Student Performance Data

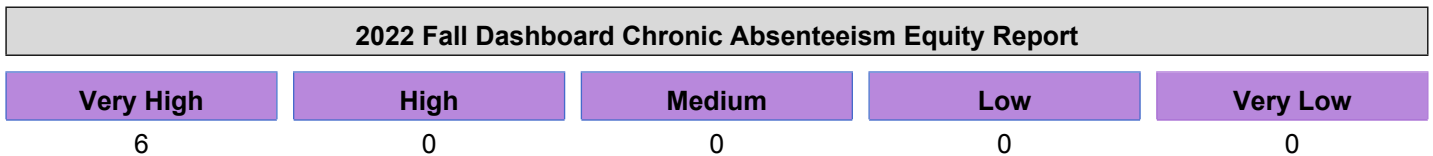
## Academic Engagement Chronic Absenteeism

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](#).

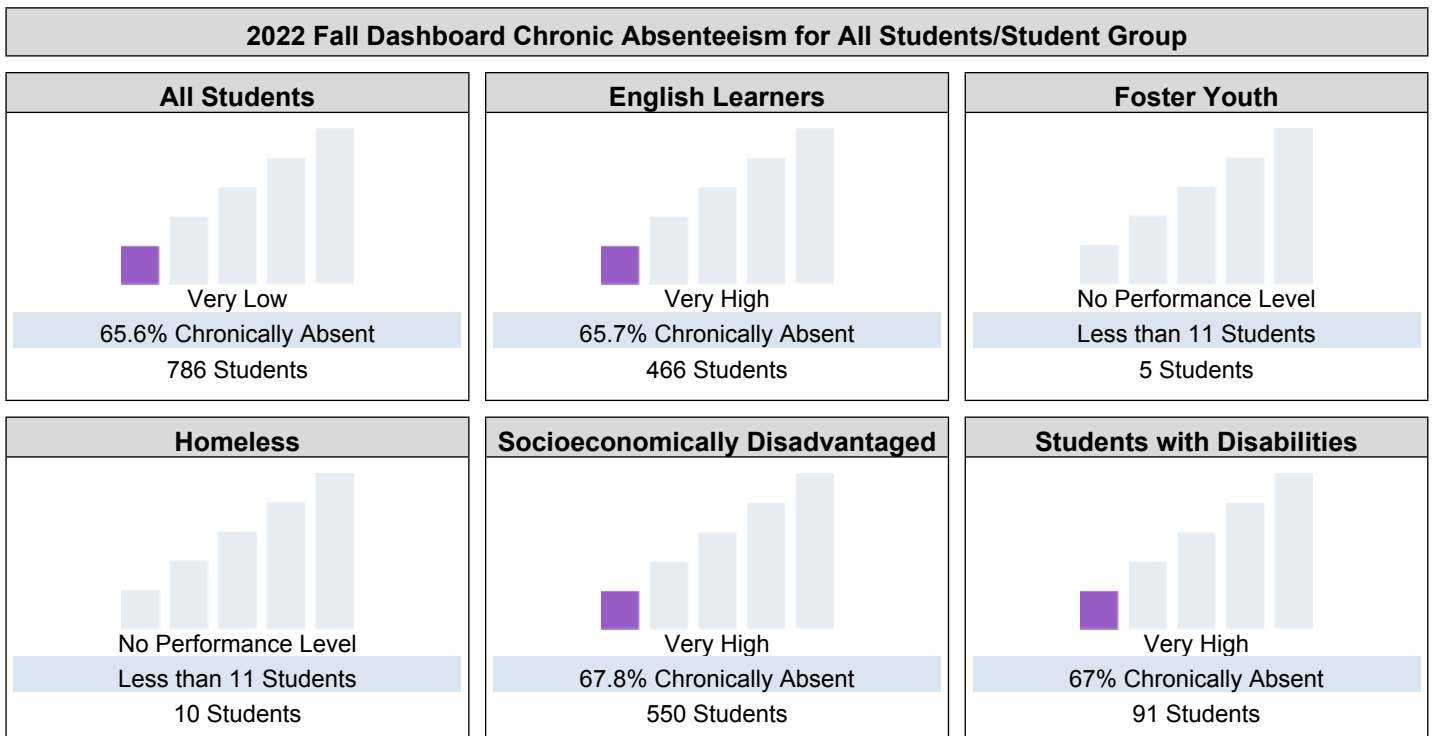
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



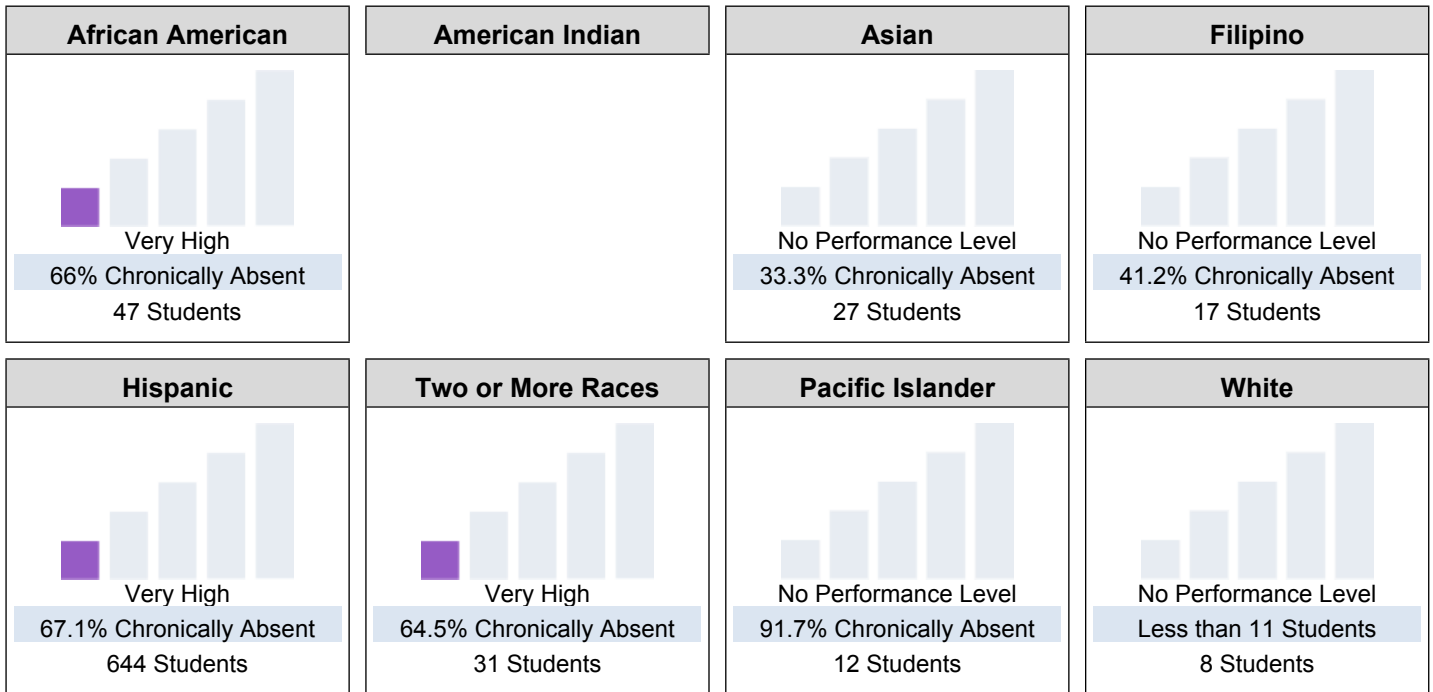
This section provides number of student groups in each level.



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:**

2022 data shows that overall Cherryland has a high percentage of students with chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation 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](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

<b>2022 Fall Dashboard Graduation Rate Equity Report</b>				
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Very Low	Low	Medium	High	Very High
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This section provides information about students completing high school, which includes students who receive a standard high school diploma.

<b>2022 Fall Dashboard Graduation Rate for All Students/Student Group</b>		
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All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

<b>2022 Fall Dashboard Graduation Rate by Race/Ethnicity</b>			
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African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

N/A
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# School and Student Performance Data

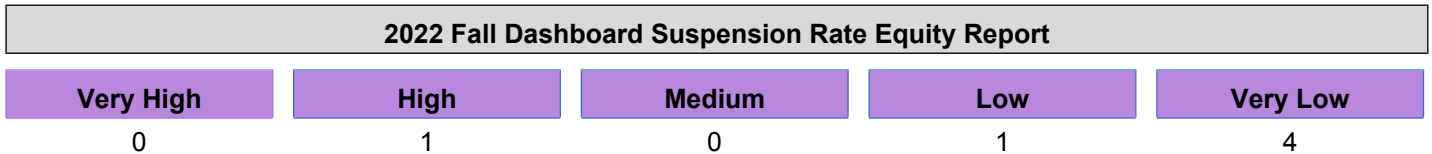
## Conditions & Climate Suspension Rate

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](#).

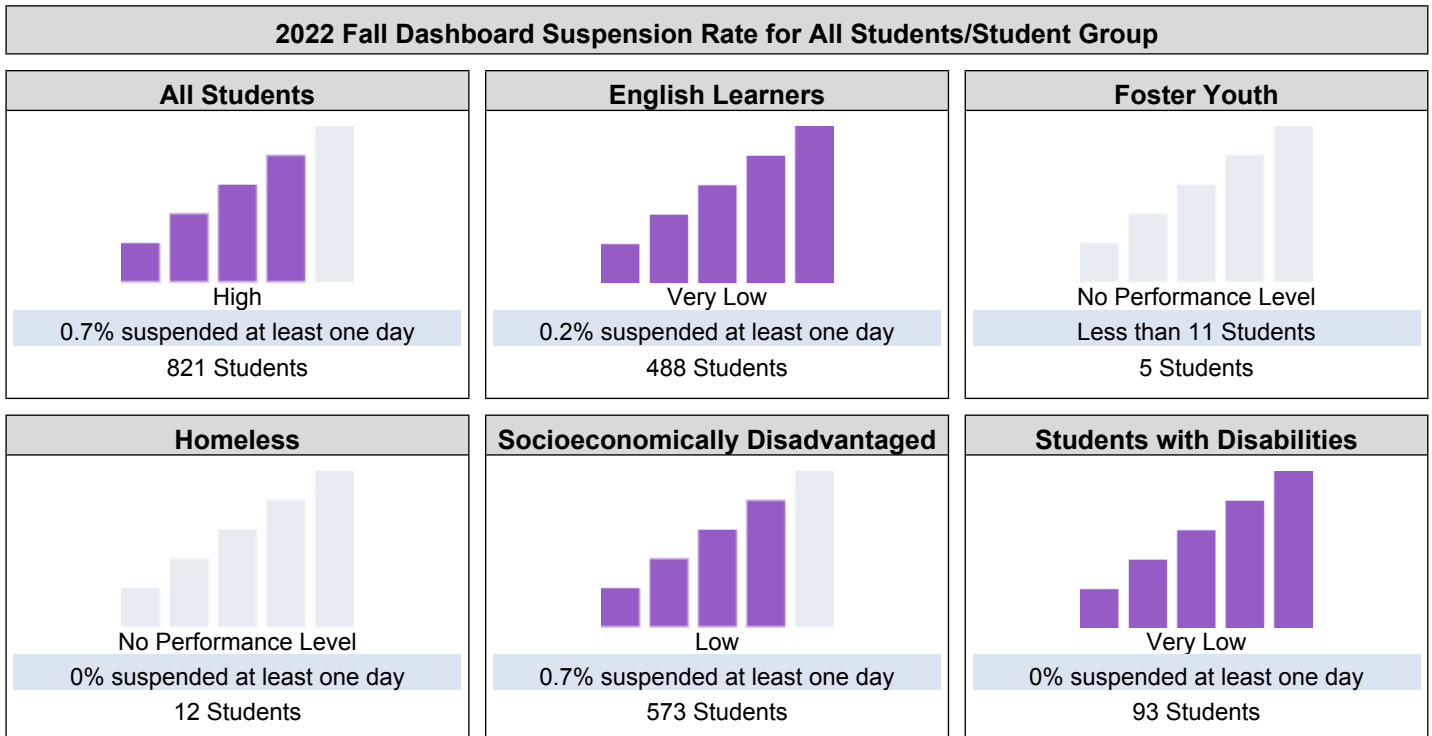
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



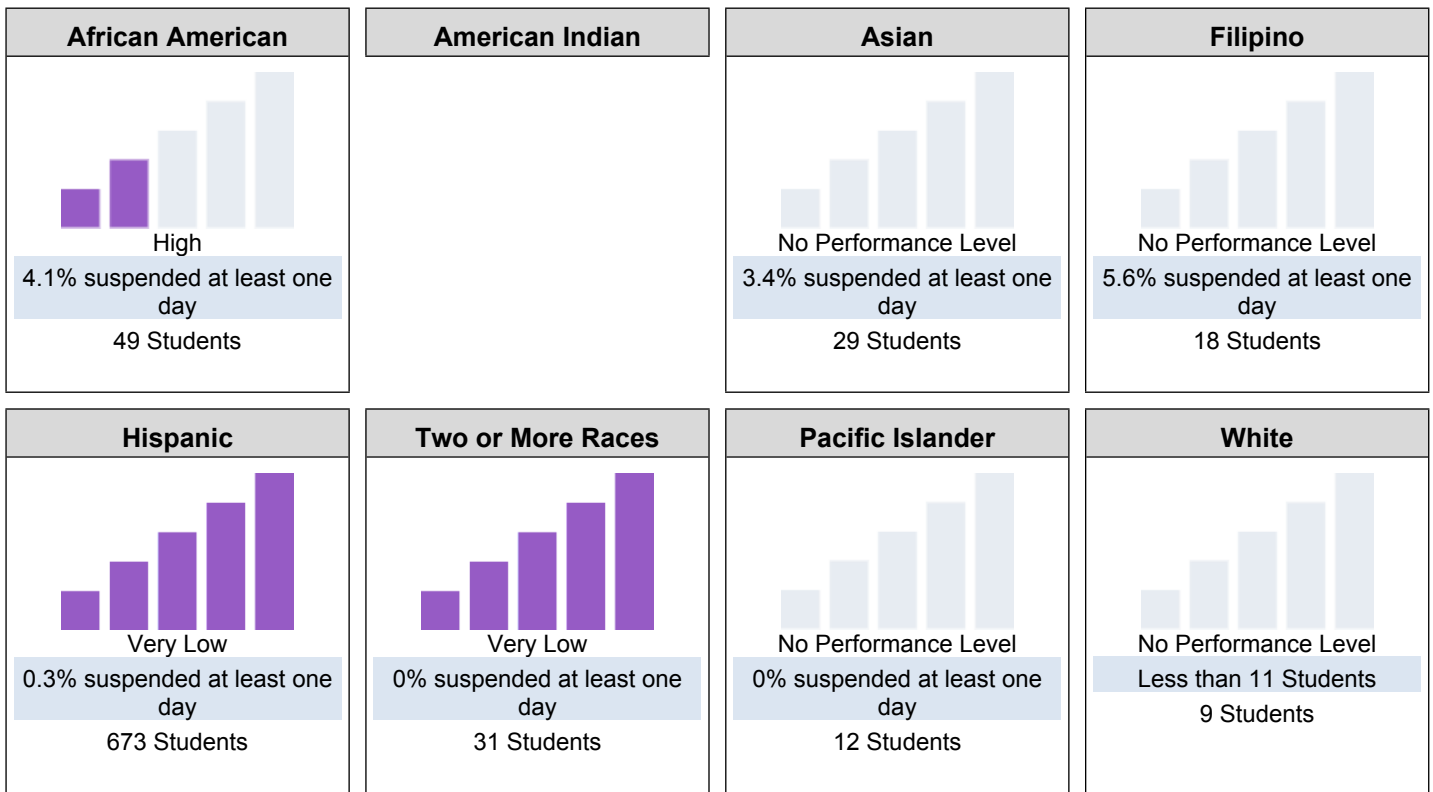
This section provides number of student groups in each level.



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:**

At Cherryland, less than 1 percent of all students are suspended.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP ELA and local assessments. All students will increase performance on CAASPP ELA by 5 points.

Dual Language schools only: In addition to English language arts, students at Cherryland will increase proficiency in their program's target language (i.e. Spanish) by 5 points as measured by local assessments.

## Identified Need

Looking at the 2021 - 2022 CAASPP data, in ELA overall many students did not meet the standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	28% of all 3rd - 6th graders met/ exceeded standards in 2022	30% met / exceeded for 2023
Fastbridge (K-2 English)	% of K-2 SEI students were on track or at low risk	50% of K-2 students will be on track or at low risk
Fastbridge (K-2 Spanish)	% of K-2 Bilingual students were on track or at low risk	% of K-2 Bilingual students were on track or at low risk

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 will increase their mastery of ELA standards.

## Strategy/Activity

Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in ELA.

## 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)
11500	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para
2000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring
7500	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies
3125	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Flocabulary
6000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Lexia
18000	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring
20000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para
7200	Title I 4000-4999: Books And Supplies Classroom Books
12000	Title I 4000-4999: Books And Supplies Materials and Supplies
7800	Title I

	5800: Professional/Consulting Services And Operating Expenditures Lexia
4680	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Sub coverage for release days

# 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.

The implementation of the strategies and activities related to this goal has been moderately effective. Due to increase in salaries for all HUSD employees and a slight increase in both LCFF and Title One funding the goal for the number of students supported by these structured interventions has not been met. While the majority of the goals for ELA were met in past years in almost every sub group, we expect with the reduction of services provided to student created stagnant to little growth in the coming year. The Pandemic and subsequent school closure as well as the return to in person learning has caused further learning loss. With the continued support of programs during school as well as after school will hopefully support growth in Language and Literacy in the coming year.

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

There are currently no major differences between the intended implementation. However there has been an increase budgeted expenditures for RTI with the additional funds allocated for after school tutoring, teacher led RTI, and SES providers.

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.

SSC has seen an increase in our LCFF funds this year and in this SPSA that increase is allocated primarily towards direct student supports to help mitigate the continued learning loss caused by the closure of schools and the return to in person learning. These increases can be identified within the SPSA under all three academic goals related to ELA, Math, and English language development.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP Math and local assessments. All student groups will increase performance on CAASPP Math by 5 points.

## Identified Need

While reviewing the CAASPP Math data from the 2021-2022 school year, there was a high percentage of students who did not meet the standard. Many students need to work on their skills to master the Math standards in each grade level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	11% of all the 3rd - 6th Grade students met/ exceeded standard in 2022	20% of all the 3rd - 6th grade students will meet/ exceed standard in 2023

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 at Cherryland need support in Math standards to master their knowledge. Working in small groups, working with an additional person, and working with a supplemental program will hopefully support their needs to master these standards.

### Strategy/Activity

Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. The school will also provide more help from a paraeducator as well as supplemental programs. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in Math.

## 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)
2000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring
7500	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies
2700	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Math Night
9360	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs
18000	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring
14041	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para
12081	Title I 4000-4999: Books And Supplies Materials and supplies
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures Technology
4680	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs

## 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.

The implementation of the strategies and activities related to this goal has been moderately effective. Due to increase in salaries for all HUSD employees and a major decrease in both LCFF and Title one funding the goal for the number of students supported by these structured interventions has not been met. While some of the goals for mathematics were met in the past school year in almost every sub group we expect to have a decline or flat line in achievement in math. The number of students served with math intervention by the Intervention teacher fell well below the expected target dues to overwhelming number of referrals for literacy support from parents and staff. The Pandemic and subsequent closure of the school and then the return to in person learning has had a dramatic impact on learning loss and we do expect many students to fall significantly behind. For this reason we have allocated all of the additional LCFF funds in the upcoming year to direct students supports such as teacher led RTI, SES providers, and after school tutoring.

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

There are currently no major differences between the intended implementation. However there has been an increase budgeted expenditures for RTI with the additional funds allocated for after school tutoring, teacher led RTI, and SES providers.

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.

SSC has seen an increase in our LCFF funds this year and in this SPSA that increase is allocated primarily towards direct student supports to help mitigate learning loss caused by the closure of schools to in person learning due to the Pandemic. These increases can be identified within the SPSA under all three academic goals related to ELA, Math, and English language development.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5 points.

## Identified Need

All of our EL Learners at Cherryland, which is about 55% of our population, have scored low on the ELPAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	44% progressed at least one ELPI level	50% will progress at least one ELPI level

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 of our EL students at Cherryland need support in ELD standards to master their skills. Working in small groups and working with an additional person will hopefully support their needs to master these standards.

### Strategy/Activity

Cherryland will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as more small group support.

## 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)
10000	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para
5200	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology)
1160	Title I 5000-5999: Services And Other Operating Expenditures Reclassification/ Awards
20000	Title I 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para
2600	Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days

## 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.

Moderately Effective–NOT MET

- Hired a .5 EL Specialist February 2022
- Still waiting to hire 2nd paraeducator
- Bilingual paraeducator hired March 2022
- Intervention reading groups limited to the two full time EL Specialist
- Integrated and designated ELD occurred throughout the year.
- Our goals last year were met for ELL growth and reclassification and we expect to continue this growth due the role of the ELL specialist and bilingual bi-literate paraeducator in targeting acceleration for ELL, as well as parent and student ELPAC Academies.

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

There is no major difference in the intended implementation of the budgeted expenditure for this goal and the actual expenditure.

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.

HUSD has identified Cherryland Elementary School to maintain the increase in the position of EL specialist from one full time staff member to 2.0 staff members.

- Bilingual paraeducator/ paraeducator funded by SSC
- SSC received an increase in our LCFF funds
- SPSA increase is allocated towards direct student supports
- mitigate learning loss caused by the closure of schools to in person learning due to the Pandemic

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Cherryland will promote a focus on arts education by ensuring that all students have access to a VAPA-related activity on a bi-monthly basis, either through school wide activities. Elementary teachers will implement VAPA activities (integrated or stand alone) on a bi-monthly basis using a variety of discourse techniques.

## Identified Need

All students need the opportunity to participate in Visual and Performing Arts to support the district Master Plan during the 2023-2024 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts Integration in the content areas	Inconsistent, uneven implementation of arts integration among teachers at the site	Monthly arts integration activities implemented consistently in all classrooms.

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 will be provided opportunities to display their artistic abilities.

### Strategy/Activity

Cherryland will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment throughout the school year.

### 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)
5000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies
5000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Release Day for teachers to collaborate
6000	Title I 1000-1999: Certificated Personnel Salaries Grade Level Release time to plan and observe
3000	Title I 4000-4999: Books And Supplies Art Enrichment (Supplies)

## 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.

The strategies/activities under this goal have had mixed levels of effectiveness this school year. Professional Development was not provided through school, but some teachers participated in the district level Professional Development to support the VAPA needs of our students.

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

There are currently no major differences between the intended implementation or budgeted 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.

SSC is receiving an increase of LCFF funds in the budget for this goal for the 2023-2024 school year. This budget will provide time for teachers to participate in Professional development to support VAPA needs as well as supplies/materials needed for program.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a monthly basis, either through standalone SEL curriculum or culture/climate initiatives. 5th grade students will report a 7 point increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

## Identified Need

All students would benefit from being connected to school with the use of SEL Lessons as well as PBIS initiatives at Cherryland.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1% of students are suspended at least one day	Decrease by 1%

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 in grades TK through 6th grade, will benefit from the additional resources given to all teachers to support SEL in classrooms.

### Strategy/Activity

Cherryland will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

### 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)
2500	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Seesaw
2000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Conferences
4999	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Equity Contracts
1000	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Student Council
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences
4999	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracts

## 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.

The overall implementation and effectiveness of the strategies under this articulated goal continues to have mixed results as 5th grade students are the only students who are given this survey.

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

There are currently no major differences between the intended implementation or budgeted 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.

There are no significant changes to this goal or the actions/activities associated with this goal. With an Increase in funding of LCFF we have allocated more funds to direct academic supports of students which could have a direct impact on increasing student's SEL learning and participation.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Cherryland will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 5%.

## Identified Need

Parents engaged in their child's education have more connectedness with the school and the community.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meetings	3% of the parents participate in meetings	5% will participate in meetings

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 families will be supported with more opportunities to be engaged at their child's school.

### Strategy/Activity

Cherryland will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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600	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teachers to train parents
1814	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Parent Engagement and Education
480	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Fingerprinting
800	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Child Care
4000	Title I 4000-4999: Books And Supplies Technology

## 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.

The strategies/activities under this goal have had mixed levels of effectiveness this school year. The strategy of district funding a full time Family Equity and Engagement Specialist had led to an increase in opportunities and effectiveness of parent engagement activities Attendance is up at meetings and school wide engagements events and parent involvement steadily increases. However the pandemic and subsequent school closure to in person learning and parent engagement events has led to a significant drop in attendance by parents.

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

There are currently no major differences between the intended implementation or budgeted 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.

SSC is receiving LCFF funds in the budget for this goal for the 2023-2024 school year. Under the support of certificated staff the school will continue to support a student council in order to increase student voice and input into decision making bodies such as SBDM, SSC, and ELAC. This budget

will provide for teacher hourly rate for before, after, or during (prep) school meetings as well as supplies/materials needed for program. We also have an increase in the funds allocated for parent engagement and education in this SPSA. These changes are reflected in goal related to parent engagement and school climate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Cherryland will decrease chronic absenteeism by 5% in the 23-24 school year.

## Identified Need

Our Cherryland students' attendance has had a slight increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records	65.6% of our students are chronically absent.	Decrease this number to 55% of students will be chronically absent.

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 and families need to be provided with opportunities to discuss attendance and the importance of it.

### Strategy/Activity

Cherryland staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

### 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)

# 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.

The overall implementation and effectiveness of the strategies under this articulated goal continues to have mixed results. The average daily attendance has been severely impacted by the pandemic and subsequent school closure to in person learning.

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

There are currently no major differences between the intended implementation or budgeted 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.

There are no significant changes to this goal or the actions/activities associated with this goal. With an increase in funding of LCFF we have allocated more funds to direct academic supports of students which could have a direct impact on increasing student attendance.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,319.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$88,840.00
Title I Part A: Parent Involvement	\$800.00

Subtotal of additional federal funds included for this school: \$89,640.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$90,278.00
Title I: Schoolwide Program	\$79,401.00

Subtotal of state or local funds included for this school: \$169,679.00

Total of federal, state, and/or local funds for this school: \$259,319.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	80,652	-9,626.00
Title I Part A: Basic Grants Low-Income and Neglected	123,589	123,589.00
Title I Part A: Parent Involvement	2,000.00	1,200.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	90,278.00
Title I	88,840.00
Title I Part A: Parent Involvement	800.00
Title I: Schoolwide Program	79,401.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,920.00
2000-2999: Classified Personnel Salaries	75,541.00
4000-4999: Books And Supplies	58,281.00
5000-5999: Services And Other Operating Expenditures	5,254.00
5800: Professional/Consulting Services And Operating Expenditures	52,323.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	13,960.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	21,500.00

4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	20,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	3,294.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	31,524.00
1000-1999: Certificated Personnel Salaries	Title I	8,600.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00
4000-4999: Books And Supplies	Title I	38,281.00
5000-5999: Services And Other Operating Expenditures	Title I	1,160.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,799.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	800.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	45,360.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	34,041.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,805.00
Goal 2	75,362.00
Goal 3	38,960.00
Goal 4	19,000.00
Goal 5	18,498.00
Goal 6	7,694.00



# School Site Council Membership

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

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

Name of Members	Role
Heidi Andrews	Principal
Christine Rollins	Classroom Teacher
Kimberly Steffen	Classroom Teacher
Claudia Razo	Classroom Teacher
Rosemary Vazquez	Other School Staff
Angelica Canchola	Parent or Community Member
Maria Gonzalez	Parent or Community Member
Esperanza Campos	Parent or Community Member
Maricela Munoz	Parent or Community Member
Viki Valdez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/3/23.

Attested:



Principal, Heidi Andrews on 5/3/2023



SSC Chairperson, Kim Steffen on 5/3/2023

### **Family School Partnership Promise**

Families and schools across America are increasingly accepting mutual responsibility for Children's learning. When families are involved in children's learning at school and at home, the work is better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

#### **Teachers' Expectations**

Teachers will keep lines of communication open with parents.

- Academic expectations will be explained and students' progress toward them will be communicated throughout the year.
- Homework assignments will be explained to students in class.
- Parents will be informed when serious behavior problems occur and/or when learning difficulties are suspected.
- Teachers will provide a rich and challenging curriculum with opportunities for students of all learning styles and abilities.
- Basic skills in reading, writing, and math will be emphasized.
- Library/Technology, Science, art, music, and physical activities will be a regular part of the curriculum.

The school staff will provide a school environment that will help foster a positive attitude toward school and learning.

- The school will be clean and safe.
- Classrooms will provide a productive learning environment and accommodate a variety of learning levels and styles.
- Rules will be explained thoroughly and discipline will be consistent and fair. Staff will work with parents in developing strategies to correct behavior difficulties.
- Staff will facilitate and promote problem-solving techniques in social situations.

#### **Parents' Expectations**

**Students** will arrive at school properly prepared to learn and work in social situations.

- Students will have a good night's sleep and a nutritious breakfast
- Students will be clean and dressed appropriately.
- Students will be on time.
- Students will be picked up on time at the end of the school day.
- Students will be organized with necessary materials (library books, homework, work folders, or binders, etc.)
- Students will demonstrate courtesy and respect for all people.

**Parents** will demonstrate to their children that education is valued in their home

- School projects and learning will be regularly discussed with children.
- Homework and completed schoolwork will be reviewed by parents.
- Parents will involve themselves in school activities as much as possible.
- Parents will read with and to children regularly.
- Parents will limit television viewing and discuss what is viewed with children.

**Parents** will maintain open lines of communication with the school.

- Parents will provide the office with current/updated information for students' emergency cards.
- Parents will read the school newsletters and notices.
- When a child is absent, the parent will notify the office by phone or send a note the day of the absence, or within 24 hours.
- Parents will return signed permission slips prior to field trip days.
- Parents will initiate a call to the teacher if a question arises.
- Parents will endeavor to resolve parent/teacher disagreements.

### **THE COMPACT**

I \_\_\_\_\_ (parent/guardian) of Cherryland student \_\_\_\_\_ (student's name) have read and understood the Cherryland Family Handbook on \_\_\_\_\_ (date). I agree to abide by and respect the agreements set forth in this handbook and if I have any questions or concerns, I agree to discuss them respectfully with Cherryland's administration.

**\*\* Once signed, please return to the school \*\***