

School Year: **2022-23**



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 |
|-------------------|-----------------------------------|--|---------------------------|
| Harder Elementary | 01611926000996 | 06/09/2021 | May 25th, 2022 |

School Mission and Vision Statements

Harder Mission Statement

The mission of Harder School is to develop lifelong learners in a global society. Students will become responsible citizens who contribute to their community.

Harder School Vision

The vision of Harder School is to provide a safe, nurturing, student-centered learning environment where educational equity is practiced in order to assure that all students reach their academic and professional potential.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

School wide Program

Comprehensive Support and Improvement

The purpose of this School Plan for Student Achievement is to ensure alignment of LCAP state priorities with LEA initiatives as well as school goals and budget. This SPSA aims to address State Priorities 2-7 with strategic support for English Language Learners. Harder will focus on developing goals and device a plan that is collaborative and responsive to:

Students having access to CCSS aligned content and adequate tools

Engagement of the parent community and improving partnerships in decision-making

Support students in making progress and monitor closely our ELLs

Establishing practices that promote attendance, school climate, and create a fun and welcoming learning space for community

Students having access to curriculum in all subject areas

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.

To ensure alignment Harder will focus on the following strategic goals and actions:

*Create a process and schedule for Cycles of Improvement

*Use various forms of data to analyze and drive our instruction

*Provide continuous opportunities for teacher learning and collaboration

*Strengthen parent partnership by using strategic data

*Create a caring space where all learners feel safe, loved, and have the opportunity to feel part of the Harder community

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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).

- **Parent Surveys:** The California School Parent Survey provides a small insight into parents' perspective into the school's climate, student behavior, and parental involvement. For example, in this survey, 28% of the responses show parents disagree that school is encouraging students to care about each other. During several parent group meetings (i.e., Coffee with the Principal, ELAC, SSC, etc.), the data from this survey was analyzed and discussed for questions, concerns, and suggestions.
- **Student Surveys:** School-based student surveys to understand students' emotional needs. For example, school uses a beginning of the year survey for 5th – 6th graders to share their thoughts and perspectives regarding topics such as bullying, conflict resolution, etc. This survey in conjunction with the California Healthy Kids Survey (administered to 5th grade students) was analyzed by the COST and PBIS team. The discussion lead to decision for support groups and other ideas for social-emotional supports.
- **Teacher Surveys:** Teachers receive surveys throughout the year to determine their professional needs and receive feedback from professional learning opportunities offered throughout the year. After each teacher professional learning and throughout the year, teachers receive feedback forms to inform next steps on professional learning or supports for individual teachers or grade levels.

Classroom Observations

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

There are formal and informal observations conducted throughout the year. The informal observations provide opportunities for the administration team (Principal and Vice-Principal) to collaborate with teachers, as requested. Teachers are also able to use release time to visit each other's classrooms and engage in collaborative reflections. The formal observation follows the contractual process for the year.

The Bilingual teachers engaged in volunteered observations to gain more understanding of reading pedagogies for our Emergent Bilingual students (English Learners) in our Bilingual program.

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)

The Smarter Balance state test is taken every year by students in grades 3-6 for both ELA and Math. In addition, 5th graders take Science. The ELPAC (English Language Proficiency Assessment for California) is administered annually to help determine English language proficiency of all students who are multilingual and speak another language other than English at home.

Each trimester HUSD K-6 teachers provide a variety of assessments to monitor the develop the core areas of instruction English Language Arts and Math. These assessments provide classroom teachers information that can be useful in planning or modifying instruction based on the need of the students.

In addition, Harder administers a comprehensive reading assessment (Fountas and Pinnell) to identify the independent and instructional reading level for each student.

Students who are performing below the grade level expectations are identified and small groups are formed for intense intervention provided by our bilingual paraeducator and our English Language Learner Specialist in 6 week cycles.

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

Teachers and administration use data from site to learn from and modify instruction based on students' strengths and needs. The assessments use are specific to K-2 and 3-6 as required by HUSD for progress monitoring. Some of these K-2 assessments include foundational reading skills (i.e., Basic Phonics Skills Test), writing, and math. Fountas and Pinnell Reading Benchmark Assessment is used K-6 to provide information specific information regarding students strengths and needs in reading.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Professional Development is offered at every staff meeting and during minimum days. Although the professional development can vary depending on school focus and teacher need. The trainings provide opportunities to reflect on Anti-bias & Anti-racist pedagogies and social emotional learning. Staff meetings are held once per month and the school allocates 10 minimum days each year for site-based professional learning. The Instructional Leadership Team and Site Based Decision Making analyze the teacher surveys to determine next steps in professional learning opportunities. Teachers also meet weekly for teacher-driven collaboration.

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

HUSD provides a two year induction program for new teachers. The vision of this program is to "is to provide continuity with the credential preparation program to encourage growth and promote habits of reflective and effective teaching practices." The teachers are matched with a mentor to provide support as requested throughout the year. The site administrator is also required to meet with teacher and mentor.

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

All professional learning opportunities are planned and aligned to school focus and district goals to include Anti-bias & Anti-racism training. The primary focus of adult learning is to reflect and refine pedagogical practices that effectively support students' learning with a focus on anti-racist pedagogies and social-emotional development.

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

The site Instructional Leadership Team provides leadership along the site-based and district goals. This team comprised of teacher leaders provide professional learning sessions and individual supports to colleagues. HUSD employs Teachers on Special Assignment (TOSA) who serve as coaches and lead professional developers. These individuals are available to support in various content areas such as art, math, science, etc.

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

Teachers were provided with the opportunity to collaborate as a grade-level or PLC each week for one hour. In addition, every effort was made to provide common preps to teachers in the same grade to allow for the opportunity for collaboration. Time for collaborative conversations was intentionally embedded in our professional learning sessions.

Teaching and Learning

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

In order to achieve the above stated goals, Harder Elementary has set forth specific goals and related actions in our SPSA that include:

- * Social-emotional instruction and supports

- *Professional learning to refine and enhance pedagogical practices for reading comprehension with an anti-bias/anti-racist focus.

- *Focused on specific groups such as Long-term Emergent Bilinguals (English Learners) and provide specific small group interventions

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

HUSD requires a minimum of 150 minutes of ELA instruction and 90 minutes of Math instruction daily.

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

At the beginning of the year teachers submit a weekly schedule that demonstrates their instructional minutes for each subject area, including English Language Development and preps. The schedules were utilized to create small groups for pull out intervention for K-3 students.

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

According to our Williams's review for this year, we were found to have the appropriate district adopted materials. In addition we have purchased materials that support non-Spanish speakers who are learning English as an additional language.

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

HUSD and Harder comply with federal and state regulations regarding the use of SBE-adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

HUSD and Harder Elementary receive state and federal funds designated to support underperforming students. At Harder, these funds are allocated to purchase supplemental materials and pay teachers extra hours to provide before/after school intervention.

Evidence-based educational practices to raise student achievement

Harder Elementary uses the Fountas & Pinnell Leveled Literacy Intervention System (LLI) to support students who find reading and writing difficult. This is an intensive, small-group reading instruction and intervention. Harder teachers use deeper-learning practices (e.g., student-student conversations, give feedback, etc.) during instruction to enhance student learning opportunities.

Parental Engagement

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

The school has a Family Engagement Specialist that supports parents with navigating resources such as learning workshops and basic needs. The Family Engagement Specialist supports Harder Elementary in a full time capacity.

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)

We believe that the more parents participate in the education of their children, the better the student achievement. We encourage parents to volunteer by allocating funding for parent fingerprinting. We provide workshops in various topics relevant to the community. Hayward Unified School District offers a variety of parenting classes and workshops through the Parent University which we promote through our newsletter and Coffee with the Principal.

Funding

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

HUSD and Harder Elementary receive state and federal funds designated to support underperforming students. At Harder, these funds are allocated to purchase supplemental materials and pay teachers extra hours to provide before/after school intervention.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual review and update of this document involves several school groups : School Site Council (SSC) members , Site Based Decision Making (SBDM) members , and Instructional Leadership Team (ILT) members. These groups review the document at various periods during the year and provide input as necessary and relevant to their school roles. For example, the ELAC parent group has provided advocacy and input regarding Long-term Emergent Bilingual's needs (English Learners). Their input lead to revision and actions for the English Learners Goal.

Resource Inequities

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

A close analysis of quantitative data and qualitative data gathered from stakeholders in addition to the COVID-19 impact on student learning, the following resources inequities were identified:

- Student access to qualified teachers
- Student access to adequate tools
- Teacher access to adequate tools
- Language barrier
- Student writing and comprehension skills

To be responsive to the inequities above, Harder staff will focus on:

- Emotional support for students and caregivers
- Incorporating Culturally Responsive Practices that aim towards equity
- Developing a Cycle of Improvement to target and differentiate instruction as well as improve our pedagogical practices

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 73 | 47 | 43 |
| Grade 1 | 77 | 58 | 56 |
| Grade 2 | 82 | 77 | 59 |
| Grade3 | 86 | 78 | 80 |
| Grade 4 | 84 | 73 | 78 |
| Grade 5 | 83 | 69 | 73 |
| Grade 6 | 84 | 64 | 66 |
| Total Enrollment | 569 | 466 | 455 |

Conclusions based on this data:

1. In the last three years, our overall enrollment has decreased every year.
2. The Hispanic/LatinX has the highest percentage of enrollment and continues to increase every year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 298 | 253 | 237 | 52.4% | 54.3% | 52.1% |
| Fluent English Proficient (FEP) | 122 | 87 | 67 | 21.4% | 18.7% | 14.7% |
| Reclassified Fluent English Proficient (RFEP) | 44 | 14 | 6 | 13.7% | 4.7% | 2.4% |

Conclusions based on this data:

1. In the past three years, there has been a decline of student reclassification.
2. In the past three years, there has been a decline of students who are Fluent English Proficient and a decrease of Emergent Bilinguals (English Learners).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 86 | 88 | 79 | 86 | 85 | 0 | 84 | 85 | 0 | 100 | 96.6 | 0.0 |
| Grade 4 | 93 | 88 | 75 | 91 | 86 | 0 | 91 | 86 | 0 | 97.8 | 97.7 | 0.0 |
| Grade 5 | 96 | 85 | 73 | 96 | 84 | 0 | 96 | 84 | 0 | 100 | 98.8 | 0.0 |
| Grade 6 | 89 | 83 | 66 | 87 | 83 | 0 | 87 | 83 | 0 | 97.8 | 100 | 0.0 |
| All Grades | 364 | 344 | 293 | 360 | 338 | 0 | 358 | 338 | 0 | 98.9 | 98.3 | 0.0 |

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

2019-20 Data:

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2361. | 2378. | | 5.95 | 10.59 | | 16.67 | 17.65 | | 22.62 | 24.71 | | 54.76 | 47.06 | |
| Grade 4 | 2389. | 2407. | | 1.10 | 9.30 | | 14.29 | 15.12 | | 21.98 | 19.77 | | 62.64 | 55.81 | |
| Grade 5 | 2397. | 2419. | | 2.08 | 0.00 | | 10.42 | 16.67 | | 12.50 | 26.19 | | 75.00 | 57.14 | |
| Grade 6 | 2486. | 2460. | | 5.75 | 1.20 | | 26.44 | 19.28 | | 36.78 | 33.73 | | 31.03 | 45.78 | |
| All Grades | N/A | N/A | N/A | 3.63 | 5.33 | | 16.76 | 17.16 | | 23.18 | 26.04 | | 56.42 | 51.48 | |

2019-20 Data:

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

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 7.14 | 11.76 | | 38.10 | 45.88 | | 54.76 | 42.35 | |
| Grade 4 | 2.20 | 8.14 | | 47.25 | 43.02 | | 50.55 | 48.84 | |
| Grade 5 | 5.21 | 2.38 | | 21.88 | 42.86 | | 72.92 | 54.76 | |
| Grade 6 | 5.75 | 3.61 | | 49.43 | 37.35 | | 44.83 | 59.04 | |
| All Grades | 5.03 | 6.51 | | 38.83 | 42.31 | | 56.15 | 51.18 | |

2019-20 Data:

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| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 9.88 | 5.88 | | 28.40 | 45.88 | | 61.73 | 48.24 | |
| Grade 4 | 2.22 | 8.14 | | 43.33 | 41.86 | | 54.44 | 50.00 | |
| Grade 5 | 8.51 | 4.76 | | 26.60 | 47.62 | | 64.89 | 47.62 | |
| Grade 6 | 6.98 | 6.02 | | 53.49 | 49.40 | | 39.53 | 44.58 | |
| All Grades | 6.84 | 6.21 | | 37.89 | 46.15 | | 55.27 | 47.63 | |

2019-20 Data:

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| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2.38 | 5.88 | | 63.10 | 68.24 | | 34.52 | 25.88 | |
| Grade 4 | 1.10 | 9.30 | | 61.54 | 51.16 | | 37.36 | 39.53 | |
| Grade 5 | 2.08 | 4.76 | | 38.54 | 50.00 | | 59.38 | 45.24 | |
| Grade 6 | 8.05 | 3.61 | | 70.11 | 60.24 | | 21.84 | 36.14 | |
| All Grades | 3.35 | 5.92 | | 57.82 | 57.40 | | 38.83 | 36.69 | |

2019-20 Data:

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| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 8.33 | 9.41 | | 45.24 | 47.06 | | 46.43 | 43.53 | |
| Grade 4 | 5.49 | 9.30 | | 45.05 | 44.19 | | 49.45 | 46.51 | |
| Grade 5 | 2.08 | 3.57 | | 32.29 | 32.14 | | 65.63 | 64.29 | |
| Grade 6 | 20.69 | 6.02 | | 54.02 | 48.19 | | 25.29 | 45.78 | |
| All Grades | 8.94 | 7.10 | | 43.85 | 42.90 | | 47.21 | 50.00 | |

2019-20 Data:

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Conclusions based on this data:

1. The percentage of below standards has steadily increased in the area of Research/Inquiry.
2. The percentage of below standards has steadily decreased in the areas of reading, writing and listening.

3. Both Research/Inquiry and Reading have the highest percentage of below standards @50% and 51.18 % respectively.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 86 | 88 | 79 | 86 | 86 | 0 | 86 | 86 | 0 | 100 | 97.7 | 0.0 |
| Grade 4 | 93 | 88 | 75 | 90 | 88 | 0 | 90 | 88 | 0 | 96.8 | 100 | 0.0 |
| Grade 5 | 96 | 84 | 73 | 96 | 83 | 0 | 96 | 83 | 0 | 100 | 98.8 | 0.0 |
| Grade 6 | 89 | 83 | 66 | 89 | 83 | 0 | 89 | 83 | 0 | 100 | 100 | 0.0 |
| All Grades | 364 | 343 | 293 | 361 | 340 | 0 | 361 | 340 | 0 | 99.2 | 99.1 | 0.0 |

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

2019-20 Data:

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| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2353. | 2380. | | 2.33 | 2.33 | | 12.79 | 22.09 | | 19.77 | 26.74 | | 65.12 | 48.84 | |
| Grade 4 | 2397. | 2404. | | 1.11 | 5.68 | | 5.56 | 3.41 | | 36.67 | 39.77 | | 56.67 | 51.14 | |
| Grade 5 | 2407. | 2399. | | 2.08 | 1.20 | | 1.04 | 4.82 | | 17.71 | 13.25 | | 79.17 | 80.72 | |
| Grade 6 | 2472. | 2446. | | 5.62 | 3.61 | | 16.85 | 7.23 | | 29.21 | 32.53 | | 48.31 | 56.63 | |
| All Grades | N/A | N/A | N/A | 2.77 | 3.24 | | 8.86 | 9.41 | | 25.76 | 28.24 | | 62.60 | 59.12 | |

2019-20 Data:

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| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 4.65 | 11.76 | | 23.26 | 32.94 | | 72.09 | 55.29 | |
| Grade 4 | 5.56 | 7.95 | | 21.11 | 13.64 | | 73.33 | 78.41 | |
| Grade 5 | 3.13 | 1.20 | | 9.38 | 9.64 | | 87.50 | 89.16 | |
| Grade 6 | 16.85 | 7.23 | | 31.46 | 28.92 | | 51.69 | 63.86 | |
| All Grades | 7.48 | 7.08 | | 21.05 | 21.24 | | 71.47 | 71.68 | |

2019-20 Data:

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

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 4.65 | 9.41 | | 29.07 | 48.24 | | 66.28 | 42.35 | |
| Grade 4 | 3.33 | 6.82 | | 40.00 | 36.36 | | 56.67 | 56.82 | |
| Grade 5 | 2.08 | 2.41 | | 21.88 | 24.10 | | 76.04 | 73.49 | |
| Grade 6 | 6.74 | 1.20 | | 33.71 | 36.14 | | 59.55 | 62.65 | |
| All Grades | 4.16 | 5.01 | | 31.02 | 36.28 | | 64.82 | 58.70 | |

2019-20 Data:

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

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 5.81 | 10.59 | | 45.35 | 44.71 | | 48.84 | 44.71 | |
| Grade 4 | 3.33 | 5.68 | | 34.44 | 37.50 | | 62.22 | 56.82 | |
| Grade 5 | 1.04 | 0.00 | | 27.08 | 26.51 | | 71.88 | 73.49 | |
| Grade 6 | 6.74 | 6.02 | | 39.33 | 26.51 | | 53.93 | 67.47 | |
| All Grades | 4.16 | 5.60 | | 36.29 | 33.92 | | 59.56 | 60.47 | |

2019-20 Data:

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

Conclusions based on this data:

1. All percentages of students below standards for different areas are above 50. The % of below standard have minimally decreased from 16-17.
2. The third grade cohort of students significantly increased its percentage of students below grade level from 68.48% in 16-17 school year to 80.72% in 18-19 school year.
3. The area of Problem Solving & Modeling/Data Analysis shows a small increase of percentage of at/near grade level and it is the area with lowest percentage of students at below standards.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 1433.8 | 1422.0 | 1395.3 | 1438.4 | 1430.7 | 1405.3 | 1422.9 | 1401.5 | 1371.6 | 51 | 47 | 24 |
| 1 | 1457.6 | 1435.6 | 1417.5 | 1460.2 | 1450.1 | 1428.9 | 1454.5 | 1420.7 | 1405.4 | 49 | 58 | 23 |
| 2 | 1478.1 | 1471.9 | 1424.1 | 1476.8 | 1483.3 | 1435.9 | 1478.8 | 1460.1 | 1411.9 | 58 | 48 | 31 |
| 3 | 1466.9 | 1479.4 | 1462.6 | 1466.2 | 1475.0 | 1464.7 | 1467.3 | 1483.2 | 1460.0 | 38 | 48 | 45 |
| 4 | 1490.5 | 1484.3 | 1490.6 | 1476.8 | 1474.1 | 1490.0 | 1503.7 | 1494.2 | 1490.7 | 46 | 41 | 40 |
| 5 | 1511.1 | 1508.0 | 1516.3 | 1504.6 | 1496.4 | 1517.8 | 1517.1 | 1519.0 | 1514.5 | 47 | 40 | 29 |
| 6 | 1507.7 | 1528.9 | 1499.5 | 1496.6 | 1519.9 | 1499.5 | 1518.3 | 1537.4 | 1498.9 | 26 | 39 | 21 |
| All Grades | | | | | | | | | | 315 | 321 | 213 |

2019-20 Data:

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 49.02 | 17.02 | 12.50 | * | 51.06 | 37.50 | 21.57 | 17.02 | 20.83 | * | 14.89 | 29.17 | 51 | 47 | 24 |
| 1 | 28.57 | 6.90 | 0.00 | 32.65 | 32.76 | 34.78 | 22.45 | 36.21 | 30.43 | * | 24.14 | 34.78 | 49 | 58 | 23 |
| 2 | 43.10 | 10.42 | 3.23 | 36.21 | 43.75 | 35.48 | * | 35.42 | 32.26 | * | 10.42 | 29.03 | 58 | 48 | 31 |
| 3 | * | 4.17 | 2.27 | 28.95 | 45.83 | 29.55 | 36.84 | 27.08 | 38.64 | 31.58 | 22.92 | 29.55 | 38 | 48 | 44 |
| 4 | * | 4.88 | 5.13 | 41.30 | 43.90 | 33.33 | 41.30 | 29.27 | 46.15 | * | 21.95 | 15.38 | 46 | 41 | 39 |
| 5 | 25.53 | 12.50 | 13.79 | 44.68 | 35.00 | 44.83 | * | 35.00 | 27.59 | * | 17.50 | 13.79 | 47 | 40 | 29 |
| 6 | * | 28.21 | 10.00 | * | 30.77 | 50.00 | * | 28.21 | 15.00 | * | 12.82 | 25.00 | 26 | 39 | 20 |
| All Grades | 27.30 | 11.53 | 6.19 | 33.65 | 40.50 | 36.67 | 25.40 | 29.91 | 32.38 | 13.65 | 18.07 | 24.76 | 315 | 321 | 210 |

2019-20 Data:

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 49.02 | 25.53 | 20.83 | 23.53 | 46.81 | 29.17 | * | 12.77 | 16.67 | * | 14.89 | 33.33 | 51 | 47 | 24 |
| 1 | 40.82 | 17.24 | 8.70 | 44.90 | 37.93 | 34.78 | * | 29.31 | 34.78 | * | 15.52 | 21.74 | 49 | 58 | 23 |
| 2 | 56.90 | 37.50 | 19.35 | 31.03 | 37.50 | 38.71 | * | 16.67 | 22.58 | * | 8.33 | 19.35 | 58 | 48 | 31 |
| 3 | * | 27.08 | 22.73 | 34.21 | 41.67 | 38.64 | * | 14.58 | 15.91 | * | 16.67 | 22.73 | 38 | 48 | 44 |
| 4 | * | 19.51 | 28.21 | 45.65 | 39.02 | 46.15 | * | 21.95 | 12.82 | * | 19.51 | 12.82 | 46 | 41 | 39 |
| 5 | 48.94 | 22.50 | 37.93 | 34.04 | 42.50 | 44.83 | * | 27.50 | 6.90 | * | 7.50 | 10.34 | 47 | 40 | 29 |
| 6 | * | 38.46 | 25.00 | * | 35.90 | 45.00 | * | 12.82 | 5.00 | * | 12.82 | 25.00 | 26 | 39 | 20 |
| All Grades | 39.37 | 26.48 | 23.81 | 35.56 | 40.19 | 40.00 | 14.60 | 19.63 | 16.19 | 10.48 | 13.71 | 20.00 | 315 | 321 | 210 |

2019-20 Data:

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 39.22 | 12.77 | 8.33 | * | 44.68 | 29.17 | 35.29 | 25.53 | 45.83 | * | 17.02 | 16.67 | 51 | 47 | 24 |
| 1 | 28.57 | 6.90 | 0.00 | * | 17.24 | 30.43 | 22.45 | 36.21 | 21.74 | 28.57 | 39.66 | 47.83 | 49 | 58 | 23 |
| 2 | 31.03 | 0.00 | 3.23 | 32.76 | 35.42 | 29.03 | 22.41 | 37.50 | 19.35 | * | 27.08 | 48.39 | 58 | 48 | 31 |
| 3 | | 4.17 | 0.00 | * | 25.00 | 11.36 | 39.47 | 41.67 | 38.64 | 55.26 | 29.17 | 50.00 | 38 | 48 | 44 |
| 4 | * | 4.88 | 0.00 | 41.30 | 21.95 | 12.82 | 32.61 | 39.02 | 56.41 | 23.91 | 34.15 | 30.77 | 46 | 41 | 39 |
| 5 | * | 5.00 | 6.90 | 34.04 | 25.00 | 13.79 | 31.91 | 40.00 | 51.72 | * | 30.00 | 27.59 | 47 | 40 | 29 |
| 6 | * | 10.26 | 0.00 | * | 38.46 | 30.00 | 42.31 | 33.33 | 40.00 | * | 17.95 | 30.00 | 26 | 39 | 20 |
| All Grades | 19.68 | 6.23 | 2.38 | 25.71 | 29.28 | 20.48 | 31.11 | 36.14 | 40.00 | 23.49 | 28.35 | 37.14 | 315 | 321 | 210 |

2019-20 Data:

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 58.82 | 25.53 | 25.00 | 37.25 | 61.70 | 50.00 | * | 12.77 | 25.00 | 51 | 47 | 24 |
| 1 | 59.18 | 46.55 | 21.74 | 38.78 | 41.38 | 69.57 | * | 12.07 | 8.70 | 49 | 58 | 23 |
| 2 | 62.07 | 41.67 | 25.81 | 34.48 | 52.08 | 51.61 | * | 6.25 | 22.58 | 58 | 48 | 31 |
| 3 | * | 14.58 | 27.27 | 55.26 | 62.50 | 50.00 | 28.95 | 22.92 | 22.73 | 38 | 48 | 44 |
| 4 | * | 12.20 | 28.21 | 67.39 | 60.98 | 56.41 | * | 26.83 | 15.38 | 46 | 41 | 39 |
| 5 | 40.43 | 7.50 | 20.69 | 51.06 | 72.50 | 62.07 | * | 20.00 | 17.24 | 47 | 40 | 29 |
| 6 | 42.31 | 20.51 | 20.00 | 46.15 | 53.85 | 65.00 | * | 25.64 | 15.00 | 26 | 39 | 20 |
| All Grades | 44.13 | 25.55 | 24.76 | 46.35 | 57.01 | 56.67 | 9.52 | 17.45 | 18.57 | 315 | 321 | 210 |

2019-20 Data:

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

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 45.10 | 19.15 | 16.67 | 37.25 | 59.57 | 45.83 | * | 21.28 | 37.50 | 51 | 47 | 24 |
| 1 | 30.61 | 3.45 | 0.00 | 59.18 | 75.86 | 65.22 | * | 20.69 | 34.78 | 49 | 58 | 23 |
| 2 | 56.90 | 31.25 | 20.00 | 36.21 | 58.33 | 56.67 | * | 10.42 | 23.33 | 58 | 48 | 30 |
| 3 | 31.58 | 45.83 | 31.82 | 47.37 | 39.58 | 45.45 | * | 14.58 | 22.73 | 38 | 48 | 44 |
| 4 | 30.43 | 21.95 | 41.03 | 58.70 | 63.41 | 48.72 | * | 14.63 | 10.26 | 46 | 41 | 39 |
| 5 | 61.70 | 50.00 | 62.07 | 29.79 | 40.00 | 27.59 | * | 10.00 | 10.34 | 47 | 40 | 29 |
| 6 | * | 51.28 | 45.00 | 53.85 | 38.46 | 30.00 | * | 10.26 | 25.00 | 26 | 39 | 20 |
| All Grades | 43.17 | 30.22 | 32.06 | 45.08 | 54.83 | 45.93 | 11.75 | 14.95 | 22.01 | 315 | 321 | 209 |

2019-20 Data:

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

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 31.37 | 4.26 | 0.00 | 54.90 | 82.98 | 62.50 | * | 12.77 | 37.50 | 51 | 47 | 24 |
| 1 | 30.61 | 12.07 | 21.74 | 32.65 | 44.83 | 30.43 | 36.73 | 43.10 | 47.83 | 49 | 58 | 23 |
| 2 | 34.48 | 2.08 | 22.58 | 50.00 | 72.92 | 38.71 | * | 25.00 | 38.71 | 58 | 48 | 31 |
| 3 | | 2.08 | 0.00 | 36.84 | 56.25 | 34.09 | 63.16 | 41.67 | 65.91 | 38 | 48 | 44 |
| 4 | * | 0.00 | 5.13 | 63.04 | 51.22 | 43.59 | 32.61 | 48.78 | 51.28 | 46 | 41 | 39 |
| 5 | * | 5.00 | 10.34 | 59.57 | 57.50 | 58.62 | 23.40 | 37.50 | 31.03 | 47 | 40 | 29 |
| 6 | * | 7.69 | 5.00 | * | 51.28 | 40.00 | 50.00 | 41.03 | 55.00 | 26 | 39 | 20 |
| All Grades | 20.32 | 4.98 | 8.57 | 48.89 | 59.50 | 43.33 | 30.79 | 35.51 | 48.10 | 315 | 321 | 210 |

2019-20 Data:

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

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 54.90 | 48.94 | 41.67 | 33.33 | 31.91 | 37.50 | * | 19.15 | 20.83 | 51 | 47 | 24 |
| 1 | 28.57 | 3.45 | 0.00 | 51.02 | 62.07 | 56.52 | * | 34.48 | 43.48 | 49 | 58 | 23 |
| 2 | 32.76 | 2.08 | 0.00 | 53.45 | 81.25 | 50.00 | * | 16.67 | 50.00 | 58 | 48 | 28 |
| 3 | * | 10.42 | 4.65 | 57.89 | 68.75 | 53.49 | 31.58 | 20.83 | 41.86 | 38 | 48 | 43 |
| 4 | * | 7.32 | 0.00 | 69.57 | 70.73 | 79.49 | * | 21.95 | 20.51 | 46 | 41 | 39 |
| 5 | 27.66 | 17.50 | 3.57 | 59.57 | 60.00 | 85.71 | * | 22.50 | 10.71 | 47 | 40 | 28 |
| 6 | * | 38.46 | 10.00 | 76.92 | 53.85 | 65.00 | * | 7.69 | 25.00 | 26 | 39 | 20 |
| All Grades | 28.89 | 17.45 | 7.32 | 55.56 | 61.37 | 61.95 | 15.56 | 21.18 | 30.73 | 315 | 321 | 205 |

2019-20 Data:

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

Conclusions based on this data:

1. For overall language, kindergarten students have the highest percentage of students in level 3 and 4.
2. Speaking and listening domains have higher percentages of percentage of students in the well developed level compared to reading and writing.

School and Student Performance Data

Student Population

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

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

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

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 455 | 75.2 | 52.1 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 237 | 52.1 |
| Foster Youth | | |
| Homeless | 17 | 3.7 |
| Socioeconomically Disadvantaged | 342 | 75.2 |
| Students with Disabilities | 53 | 11.6 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 18 | 4.0 |
| American Indian or Alaska Native | 1 | 0.2 |
| Asian | 42 | 9.2 |
| Filipino | 17 | 3.7 |
| Hispanic | 344 | 75.6 |
| Two or More Races | 18 | 4.0 |
| Native Hawaiian or Pacific Islander | 9 | 2.0 |
| White | 6 | 1.3 |

Conclusions based on this data:

1. The socioeconomically disadvantaged and emergent bilinguals (English Learners) comprised our two largest groups with Latinx being the top group by Ethnicity.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Yellow |
| Mathematics  Orange | | |

Conclusions based on this data:

1. All subgroups (within Language Arts have shown an increase in proficiency levels ranging from 7 to 13 points.
2. English Language Arts and Suspension Rate are in the yellow performance range with Language Arts increasing across subgroups towards highest performance.

School and Student Performance Data

Academic Performance English Language Arts

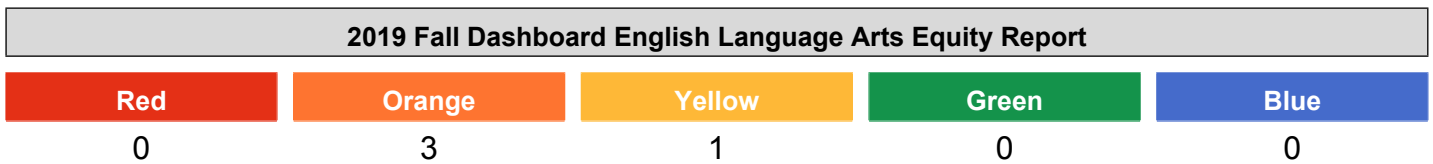
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> Yellow 67.1 points below standard Increased ++9.6 points 316 | <p>English Learners</p> Orange 79.6 points below standard Increased ++13.5 points 213 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color 90 points below standard Increased Significantly ++20.3 points 22 | <p>Socioeconomically Disadvantaged</p> Yellow 68.7 points below standard Increased ++7.8 points 269 | <p>Students with Disabilities</p> Orange 138.3 points below standard Increased ++11.6 points 42 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
|  No Performance Color 89.3 points below standard Declined Significantly -20.6 points 12 |  No Performance Color 0 Students |  No Performance Color 2.3 points above standard Increased ++12.8 points 23 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 75.8 points below standard Increased ++10.1 points 249 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 104.1 points below standard Increased Significantly ++21.2 points 148 | 23.9 points below standard Increased Significantly ++10 points 65 | 56.8 points below standard Increased ++6.2 points 72 |

Conclusions based on this data:

- Although most subgroups are within red or orange ranges, they have all, except African American, shown an increase in points towards performance.
- The African American subgroup showed a significant decline in points.

School and Student Performance Data

Academic Performance Mathematics

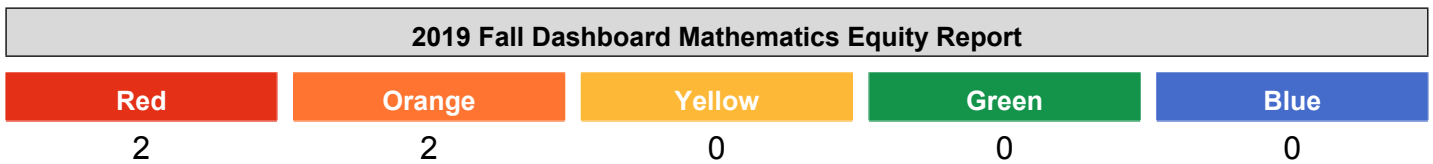
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> Orange 90.8 points below standard Maintained ++1.1 points 316 | <p>English Learners</p> Orange 100.8 points below standard Increased ++4.2 points 214 | <p>Foster Youth</p> |
| <p>Homeless</p> No Performance Color 95 points below standard Increased ++10.9 points 21 | <p>Socioeconomically Disadvantaged</p> Orange 92.6 points below standard Maintained -2.8 points 269 | <p>Students with Disabilities</p> Red 170.5 points below standard Declined Significantly -15.8 points 42 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color 125.3 points below standard Declined Significantly -19.2 points 12 | |  No Performance Color 35.2 points below standard Maintained ++2.1 points 23 |  No Performance Color 26.5 points below standard 11 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 96.3 points below standard Maintained ++1.9 points 248 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 118.2 points below standard Increased ++7 points 149 | 61.1 points below standard Increased ++12.6 points 65 | 84.7 points below standard Maintained -2.7 points 71 |

Conclusions based on this data:

1. Students with disabilities and African-American groups declined in their points below standards.
2. The overall performance level of Mathematics is at orange in comparison of ELA at yellow.

School and Student Performance Data

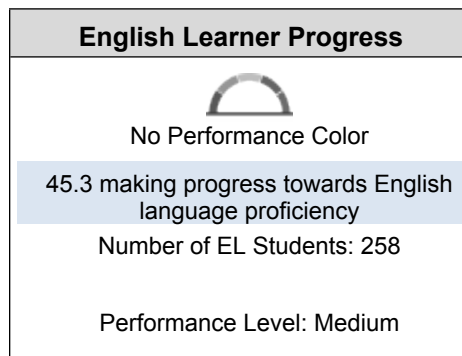
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 25.5 | 29.0 | 4.6 | 40.6 |

Conclusions based on this data:

1. 40.6% of Emergent Bilinguals (English Learners) made at least one level growth.
2. 45.3% of Emergent Bilinguals making progress towards English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|--|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 2 | 3 | 0 | 1 | 0 |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
| Orange 11 Increased +1.3 617 | Red 11.7 Increased Significantly +4.5 360 | No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| Red 31.7 Increased +1.2 41 | Orange 11.9 Increased +2 506 | Orange 16 Increased +5.2 81 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 22.2 Increased +5.1 27 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Green 4.4 Declined -4.9 45 |  No Performance Color 5 Increased +5 20 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 11.4 Increased +1.9 481 |  No Performance Color 12.5 Increased +4.2 16 |  No Performance Color 6.3 Declined -12.5 16 |  No Performance Color 8.3 Increased +8.3 12 |

Conclusions based on this data:

1. All subgroups increased their performance with attendance. The ethnic groups that experienced a decline from previous year were Asian and Pacific Islander groups.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

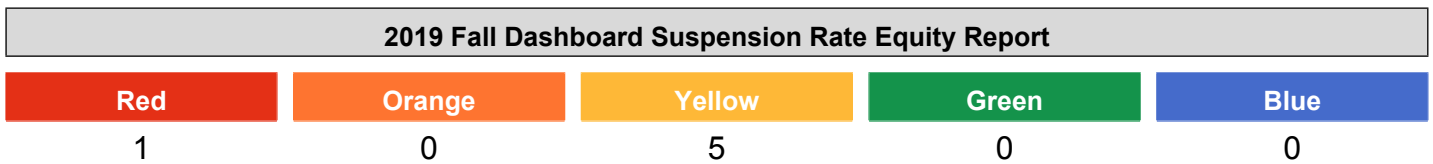
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> Yellow 5.2 Declined Significantly -2 633 | <p>English Learners</p> Yellow 4.3 Declined -0.8 372 | <p>Foster Youth</p> |
| <p>Homeless</p> Red 9.8 Increased +4.2 41 | <p>Socioeconomically Disadvantaged</p> Yellow 5.6 Declined Significantly -2.3 517 | <p>Students with Disabilities</p> Yellow 4.9 Declined -10.4 82 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 3.7 Declined -26 27 | |  Yellow 4.1 Declined -0.3 49 |  No Performance Color 0 Maintained 0 20 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 4.9 Declined Significantly -1 493 |  No Performance Color 6.3 Increased +6.3 16 |  No Performance Color 18.8 Increased +12.5 16 |  No Performance Color 16.7 Declined -6.4 12 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 7.2 | 5.2 |

Conclusions based on this data:

- Overall, the school experienced a decline in suspensions from 7.2 rate by year to 5.2 rate by year between 2018 & 2019, respectively.

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

English Language Arts

LEA/LCAP Goal

LEA Goal :

- 21 st Century Success in ELA All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery

LCAP Goal :

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 1

21 st Century Success in ELA:
To increase student writing knowledge and skills.

Identified Need

Based on our Smarter Balanced assessment from 2019, Harder 3-6 grade students

in writing, 6.21% of students were above standard, 46.15% were Near Standard, were 47.63% are Below Standard.

in reading, 6.51% of students were above standards, 42.31% were near standards, and 51.185 were below standards

With the use of informal and formal on demand writing assessments, teachers have noticed that students struggle with writing skills.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|--|
| Each trimester, collect and analyze on-demand writing assessments | CAASPP 2019 | By focusing on writing pedagogy and analysis of on demand writing, we expect a reduction of students below grade level in writing by 5%. |

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)

Professional learning for teachers in the pedagogy of writing.

Strategy/Activity

Task:

In partnership with a writing consultant, teachers will engage in learning cycles for writing teaching practices during the summer and throughout the school year.

Through out the year, teachers will have follow up coaching sessions to analyze student writing and develop teaching next steps.

Resources:

Writing Consulting experts

Writing resources

Additional hours for follow-up sessions

Cycle of improvement/Observational Rounds

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)

35,000

LCFF Supplemental and Concentration Funds
None Specified
writing professional learning

46000

Title I

extra hours/release time for
teachers/substitutes/summer training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Continue developing reading comprehension through read alouds and small group intervention

Strategy/Activity

Task:

Through after school sessions, teachers will continue developing their planning and use of culturally relevant Read Alouds to support reading comprehension for all students.

Through after school sessions, teachers will continue developing their lesson planning and use of small group classroom instruction to support reading comprehension.

Resources:

Classroom libraries

Guided reading resources and materials

Software for reading programs

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 22,100 | Title I extra hours/release time/substitutes/intervention |
| 7,000 | LCFF Software |
| 25,279 | Title I classroom supplemental resources |

Annual Review

SPSA Year Reviewed: 2021-22

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.

Staff engaged in data analysis of reading assessment to deliver small group intervention in class and after school. The Instructional Leadership Team provided professional development on Culturally Relevant Read Alouds to support student comprehension and identity.

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

We focused on providing classroom book libraries to ensure student access to variety of fiction/nonfiction and culturally relevant books.

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.

As we returned to in person from the pandemic, teachers noticed a huge gap in students writing skills. The staff will continue with the development and implementation of Read Alouds. In addition, the staff wants to seek professional development in the writing pedagogies to meet the needs of our students.

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

Mathematics

LEA/LCAP Goal

LEA Goal:
21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:
All students master the Common Core Standards on the new Smarter Balanced Assessment.

Goal 2

21st Century Success in Mathematics: To identify teacher professional learning needs based on students' needs as an introductory long-term plan development.

Identified Need

Based on the analysis of the CAASPP assessment, math is at 90.8 points below standard compared to 67.1 points below standard in ELA. All math areas show a percentage of students below standards at higher than 50%. In order to determine the best course of action and next steps to support teacher professional learning and thus student learning, the focus of this Goal will be to research the professional needs and programs and/or pedagogical trainings/practices that may meet those needs.

Group data to be collected to measure gains :
Teacher needs assessment surveys.
HUSD benchmark assessments
online software math assessments

This goal will show growth by the development of professional learning plan for school year of 2023-2024.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| *Analysis of CAASPP and HUSD Benchmarks * Creation and administration of Needs Assessments for teacher professional learning | Math is at 90.8 points below standard compared to 67.1 points below standard from ELA. | Based on the analysis of math student data and "needs assessment" from teachers, the team will present a professional learning plan for 2023-2024 and beyond. |

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)

To understand students needs in math with analysis of data, specifically looking at low performing sub groups such as Emergent Bilinguals (or. English Learners) and African Americans.
To collect data from teachers regarding their mathematical content knowledge, best pedagogical math practices, etc.

Strategy/Activity

In order to best determine action steps, Harder staff will engage in a cycle of inquiry to understand the needs of students and teachers. The data collected from this inquiry will serve in the planning of long-term professional learning for teachers and instructional focus for students.

Cycle of inquiry by:

Step 1: Assessments

A task force will analyze student assessments (CAASPP and HUSD Benchmarks) to gain understanding of students' strengths and needs.

The task force will collect teacher data from a needs assessment of teacher math instruction and content

Step 2: Resources

The task force will identify resources and professional learning available or needed for teacher development

The task force will identify teacher capacity for future professional development

Step 3: Planning

The task force will develop a long-term plan for staff professional learning and interventions instruction.

While the staff engages in research and long-term planning, the school will continue to use online math platforms, such as IXL, Dreambox, etc., that supplement student math practice.

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)

1000

LCFF

Stipend: coordination of research and development

9000

LCFF

software

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

English Language Development

LEA/LCAP Goal

LEA Goal :

- 21 st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery .

LCAP Goal :

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

* English Learners will show language proficiency growth on their ELPAC assessments

Goal 3

21 st Century Success for English Learners: To reduce the number of long term Emergent Bilingual*** (English Language Learners) students.

Identified Need

Based on the ELPAC , 61 % of EL students ' language moderately and well developed , while 39 % of students ' language is " somewhat developed : and at the Beginning state. We have noticed that our Long-term emergent bilinguals struggle with reading and writing in order to be able to reclassify.

*** To acknowledge that students that are learning English come with extensive language resources, Harder uses the asset based term of Emergent Bilingual instead of English Language Learner.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| * Analysis of ELPAC data * Each trimester collect and analyze writing data | 2019 ELPAC data shows the school has 48 5th & 6th grade long-term emergent bilinguals due to their overall score of 1, 2, & 3 on ELPAC. | To reduce the number of long term Emergent Bilingual*** (English Language Learners) students by 10 % |

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)

To identify long-term emergent bilinguals in order to focus in-class and after-school intervention and supports across content areas.

Strategy/Activity

Based on ELPAC data and input from our ELAC parent community, the focus students will be our Long Term Emergent Bilinguals in grades 4th-6th who are not meeting the annual expected growth set by the CDE.

TASK

Step 1: Data Analysis

Staff will identify long-term emergent bilinguals for the current year.
Staff will analyze their strengths and needs

Step 2: Resources

Staff will identify resources for in-class instruction or after school intervention

Step 3: Cycle of Inquiry

- * Collaboratively plan lesson that provide scaffolds in various content areas such as math.
- * Identify teaching focus and skills for focused group.

Step 4: Assessments

- * Use local assessments to monitor student growth in the focused skills.
- * Use needs assessments to determine professional learning for teachers

Step 5: Professional Development

- Professional learning opportunities for the implementation of the bilingual program and emergent bilingual pedagogy to meet the students ' language needs.

Resources:

Culturally Linguistic Books
Emergent Bilingual Language curriculum
Language and equity pedagogy professional development

TASK:

Bilingual teachers to engage in collaborative learning cycles to continue development of Emergent Bilingual needs in the bilingual program.

Resources:

Professional Books
Extra hours

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)

\$7,000

Source(s)

Title I

| | |
|-------|--|
| | Professional Learning : Extra Hours, substitutes |
| 4,000 | LCFF |
| | Extra hours, Interventions |

Annual Review

SPSA Year Reviewed: 2021-22

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.

We had two certificated staff provide Emergent Bilingual academies to our 5th and 6th grade identified long-term Emergent bilinguals.

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

Culturally relevant classroom libraries.

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 focus of this goal will merge with small group intervention in ELA; however for goal 3 it will centered within the needs of Long-term Emergent Bilinguals.

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

Attendance

LEA/LCAP Goal

LEA Goal :

- 21 st Century Success for Attendance : HUSD will maintain 97 % attendance at all sites

LCAP Goal :

- Increase average daily attendance by 1 %

Goal 4

Ensuring Daily Attendance: To improve chronic and severe chronic absentees and excessive tardiness for Harder's Homeless and African-American groups.

Identified Need

California Department of Education for Chronic Absenteeism (Dashboard) shows that homeless at 31.7% of students and African American at 22.2.% of students have highest percentage of students missing 10 or more percent of instructional days for the year.

Means of evaluating progress toward this goal :

*Weekly/monthly attendance reports for each student identified.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| <p>* Monthly attendance reports from team specific to identified students</p> <p>*COST monthly reports specific to identified students</p> | <p>California Department of Education for Chronic Absenteeism (Dashboard) shows that homeless at 31.7% of students and African American at 22.2.% of students have highest percentage of students missing 10 or more percent of instructional days for the year.</p> | <p>By focusing on needs of identified students, we will decrease the percentage of missed instructional days by 5%</p> |

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)

To improve attendance and reduce the number of instructional days missed by identified students (Homeless & African-American) by

1- identifying students in subgroups with Chronic Absenteeism and

2 - monitoring students through out the year to reduce the number of instructional days missed.

Strategy/Activity

Harder Staff will focus on supporting identified students to reduce instructional days missed by:

Step 1: Student Identification & Assessment

* At beginning of school year, the team will identify students from subgroups from 2021-2022 school year.

* Administer a needs assessment for student and family to determine supports needed for the year.

Step 2: Monitoring

* Create monitoring system

*Assign case managers to monitor student(s) progress or needs

Step 3: Whole School Incentives

* English Learner Advisory Committee promoting perfect attendance for classrooms.

* School recognition of improved and high attendance by student , grade , and classroom.

Recognition & reward.

* Increase communication of the importance of daily attendance and the impact of absences to students , parents and the community is a central component . Monthly via newsletters , attendance data presented in parent meetings (ELAC , PTA , Staff meetings , etc .)

Resources:

Check-ins by staff such as Family Engagement Specialist, Admin

Connecting families to community resources

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)

1500

LCFF

Materials for student recognition and awards

1000

LCFF

stipend coordination of team

Annual Review

SPSA Year Reviewed: 2021-22

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 Family Specialist provided significant supports to families identified a homeless.

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

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 focus will continue with the African-American and Homeless students. The focus will be around supporting students and families to stay connected with school and provide access to community resources as needed.

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

School Climate / Parent Engagement

LEA/LCAP Goal

LEA Goal :

- 21 st Century in School Climate : HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal :

- Increase by 10 % the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 5

A 21 Century School Climate: To continue developing Positive Action implementation

Identified Need

Harder has engaged in professional learning of Anti-bias and anti-racist practices where student identity could be developed through our classroom practices.

We started implementation of "Positive Action" as a social-emotional curriculum. With the lens of anti-bias and anti-racism, teachers discovered the need to carefully supplement the curriculum in our classrooms.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| * Monthly Reflection forms from teachers regarding professional learning sessions and implementation of program * Student exit tickets for lessons and trimester surveys | Teacher implementation surveys. No student data at this time. | By focusing on collaborative lesson planning and student input, teachers will increase implementation of curriculum. |

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)

- To provide skills and tools to teachers and students that foster independent learning and provide social emotional as well as academic supports .

Strategy/Activity

Increase student engagement to increase their feeling of belonging, connectedness and feeling loved.

Task :

Provide after school opportunities for student social-emotional development.

Resources:

Materials for after school activities

Stipend for facilitators of activities

Staff will enter the second year of implementation of Social-Emotional curriculum "Positive Action"

TASK:

After School data analysis of implementation of lessons and planning

Resources:

Student exit tickets and surveys per trimester to analyze the use and impact of curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

To provide parent engagement opportunities to create coherent focus that promote inclusion.

Strategy/Activity

Improving Parent Engagement

Task :

In order to encourage and improve parent engagement at Harder Elementary, we will hold and support the following with the intention of creating a coherent focus that promotes inclusion .

- Parent committees such as SSC , ELAC , PTA , and AASAI
- Communication

Weekly NTI messages , monthly news letters , flyers,

- Monthly Cafe with principal
- Family Literacy Program
- Parent teacher Volunteer Forms
- Home School Compacts
- Parent Involvement Policy
- School Wide evening events that promote parent engagement and celebrate our students

Along with the previous activities , administration and Family Engagement Specialist will partner with parent leadership groups to began the correlation and connection of social emotional practices in order to interconnect school focus and improve school climate within all stakeholders .

Measures:

- attendance rosters
- surveys and feedback forms completed by parents
- school volunteer logs
- membership in PTA
- Monthly calendar

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) |
|-----------|---|
| 8400 | LCFF extra hours/substitute |
| 800.00 | Title 1: Parent Allocation Parent Engagement snacks & supplies for parent meetings |
| 600.00 | Title 1: Parent Allocation Fingerprinting for parent meetings |
| 282.00 | Title 1: Parent Allocation Parent Participation Materials |
| 4,000 | LCFF After school programs/supports |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

To increase the use of student voice to optimize learning environment for all students

Strategy/Activity

Task:

Step 1: Assessment

- * Analyze and review previous student and parent data.
- * Create categories of need
- * To develop tools using multiple sources of data to promote and include student voice

Step 2: Team

- * Select a team to administer and analyze surveys
 - * Team to create suggesting for action steps
 - * Team to report to SSC and other groups for next steps and supports required
- To integrate student groups as part of the leadership for school focus
Continue to develop program responsibility, respect and safety.

Measures:

- Student surveys
- Student participation logs
- Other data tools created by various groups

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: 2021-22

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 staff implemented Positive Action 4 times per week. We had several follow up sessions regarding the concerns and implementation of the program.

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

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 focus will be on lesson analysis, revision and implementation to ensure the lessons are culturally relevant.

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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)

Strategy/Activity

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.

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 | \$172,961.00 |

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 | \$100,379.00 |

Subtotal of additional federal funds included for this school: \$100,379.00

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 | \$35,900.00 |
| LCFF Supplemental and Concentration Funds | \$35,000.00 |
| Title 1: Parent Allocation | \$1,682.00 |

Subtotal of state or local funds included for this school: \$72,582.00

Total of federal, state, and/or local funds for this school: \$172,961.00

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 | 52288 | 16,388.00 |
| Title I | 123061 | 22,682.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| LCFF | 35,900.00 |
| LCFF Supplemental and Concentration Funds | 35,000.00 |
| Title 1: Parent Allocation | 1,682.00 |
| Title I | 100,379.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|-----------|
| None Specified | 35,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|---|------------|
| | LCFF | 35,900.00 |
| None Specified | LCFF Supplemental and Concentration Funds | 35,000.00 |
| | Title 1: Parent Allocation | 1,682.00 |
| | Title I | 100,379.00 |

Expenditures by Goal

Goal Number

Total Expenditures

| | |
|--------|------------|
| Goal 1 | 135,379.00 |
| Goal 2 | 10,000.00 |
| Goal 3 | 11,000.00 |
| Goal 4 | 2,500.00 |
| Goal 5 | 14,082.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|-------------------------|----------------------------|
| Cynthia Ortiz, Ed.D. | Principal |
| Aileen Gonzalez | Parent or Community Member |
| Stephanie Ramirez | Parent or Community Member |
| Tiffany Smith | Parent or Community Member |
| Maria Eleanor Padilla | Parent or Community Member |
| Mercedes Padilla | Parent or Community Member |
| Ramona Martinez-Quezada | Classroom Teacher |
| Maria Singco Vargas | Classroom Teacher |
| Fernando Carranza | Classroom Teacher |
| Claudia Cartagena | Other School Staff |

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

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 4/27/2022.

Attested:



Principal, Cynthia Ortiz, Ed.D. on 4/28/22



SSC Chairperson, Maria Eleanor Padilla on 5/13/22