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
Cherryland Elementary School	01611926000913	04/27/2022	5/25/2022

School Mission and Vision Statements

Cherryland School Mission:
Cherryland provides a rigorous, multicultural education in a respectful, responsible, safe, and inclusive environment. We endeavor to meet the academic, social, and emotional needs of all children. Students utilize Integrated Learning and the Six Elements of Social Justice to become critical thinkers, problem solvers, and passionate lifelong learners.

Cherryland School Vision:
With the support of families and community, Cherryland staff is committed to:
Creating clear and rigorous expectations for behavioral and academic growth.
Nurturing a learning environment that promotes culturally responsive instruction that values and connects students' learning to their identities.
Presenting clear learning objectives and differentiating instruction for all students to guarantee educational equity and excellence.
Providing multi-modality opportunities for students to work collaboratively while applying the principles of Social Justice.
Including creative lessons that promote student engagement and mastery of common core standards.
Facilitating opportunities for students to develop empathy, problem solve, and work as allies to maintain a safe and inclusive school.
Fostering community partnerships to meet the physical, emotional, and socio-economic needs of students and families.

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)

X Schoolwide Program

In addressing the Every Student Succeeds Act (ESSA) all student needs will be achieved through our LCAP State Priorities. As seen in Priority 6, School Climate, Cherryland students and staff actively participate in a positive proactive approach to school climate with the use of Positive behavior Intervention Systems (PBIS), Mindfulness, and restorative practices. In Priority 3, Parent Involvement, Cherryland continues to engage the community through the following groups: SSC, PTO, ASSAI, ELAC, parent education classes/ parent center activities, and coffee with the principal. Cherryland has the services of a Family Engagement Specialist and Parent Center, where parents have access to a number of activities including GED tutoring, parent education classes, and Coffee with the Principal. Priority 2 State Standards, Priority 4 Pupil Achievement and Priority 5 Pupil Engagement are addressed through our SBDM , ILT and staff PD to meet student academic needs and priorities.
(All students: English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC)

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Cherryland staff is dedicated and committed to HUSD's vision that students will be prepared, challenged, and motivated in an 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. At Cherryland Elementary School, our goals and actions help us provide all students with a positive learning experience that is rigorous yet developmentally appropriate, and that promotes safety, responsibility, and long term student.

HUSD'S SINGLE PLAN FOR STUDENT ACHIEVEMENT
HUSD's SPSA now follow the state template in order to be in compliance with state guidelines. Additionally, it Is organized around the District's Priorities :
Priority 1 : Financial and operational decisions will be driven by student success and district priorities and goals.
Priority 2 : Ensure ALL students graduate college and/or career ready.
Priority 3 : To create a safe and positive school climate.
Priority 4 : Engage students, families, staff and community to support student achievement and success.

Our SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:
1 . ELA : All students will master the Common Core in ELA or demonstrate growth towards mastery.
2 . Math : All students will master the Common Core In Math or demonstrate growth towards mastery.
3 . ELL: Decrease the number of Long Term English Learners by increasing our re-classification rate.
4 . School Climate : Improve school discipline outcomes and student sense of connectedness.
5 . Attendance : Improve daily attendance to 97 % average daily attendance.

DATA ANALYSIS

Our SPSA includes an analysis of recent student achievement data. Attached are charts of student achievement data for our school.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS
In order to achieve the above stated goals, Cherryland School has set forth specific actions in our SPSA that include:

- We plan to continue our work towards building literacy in every classroom as we focus our professional development and supplemental materials on supporting literacy. This will include structured collaboration, training, and release time for teachers to focus on peer observation, Professional Learning Communities (PLC), Cycle of Inquiry , and data analysis for the Common Core Instructional Framework and Common Core lesson planning to improve best practices to support all students.
- Provide staff development to teachers and support staff to improve classroom instruction and learning outcomes for students.
- Provide professional development around Anti Racist and Anti Biased Education along with Culturally Responsive Teaching Practices to improve the learning outcomes for all students students.
- Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement.
- School staff will engage in continuous improvement cycles around student learning that will include monitoring and evaluating achievement data.
- Students who are not meeting grade level expectations will be supported through a targeted intervention by our ELL specialist, a bilingual bi-literate para-educator and general para-educator, extra hours for certificated teachers providing before and after school, Response to Intervention (RTI), Tutoring Programs after school, supplemental educational services, as well as overall program support through professional development and supplemental materials.
- EL students will attend daily English language Development (ELD) classes to Improve their language development skills.
- Improve school climate through a variety of strategies, activities, initiatives, and events such as PBIS, student council, restorative practices, and student ambassadors.
- Continuing to support our work as a full service community school aligns with priority three, parental involvement, and priority six, school climate.
- The Family Engagement Specialist will collaborate with the Principal to coordinate training/workshops for parents and caretakers on topics such as parenting strategies, health and nutrition classes, GED tutoring sessions classes and other support as deemed appropriate by parents and staff.
- We will continue to include a full time Family Engagement and Equity Specialist in the work we are doing to engage and support more families and students, support our full service community schools model, PBIS and Coordination of services team (COST) process .

BUDGET As outlined in the SPSA , the majority of Cherryland's supplemental funds are spent on:
- Providing academic intervention/support for students to develop their English Language Arts and Math skills.
- Providing release time to allow for teacher collaboration and planning time to transition to
- English Language Art and Math Common Core Standards and to provide intervention support for targeted students and students not yet meeting proficiency.
- Providing professional development to staff to improve instructional practices, classroom climate, and student emotional supports.
- Family Engagement, education, and the full service community schools model.

- Supplemental materials, technology, and digital learning programs to support student learning.

Table of Contents

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).

HUSD sends out a parent survey each year, for which we haven't received the results yet in 2022. A summary of results from previous year suggests that the parents are happy with the communication and programs offered from the school. Some concerns were expressed about communication from teachers about student progress between report cards and in homework support. 5th grade students are encouraged to take the optional healthy kids survey each year. We have the 2019-20 results as we have not received the 2021-2022 results that indicate students feel connected to the staff however have concerns about being given choice and input into their education for the school and the classroom. We conducted a New Mid year Survey this year the Family Engagement Action plan survey this year that focused on student and family connectedness to the school, cultural awareness and belonging to the school, as well as feedback on the current learning model. This survey also focused on staff feedback about school leadership, professional development on equity, and the current learning model. The results of this survey gave feedback that indicated a good connection for the school between students and families especially around cultural awareness. this survey also indicated an area of concern around the current learning model. Future surveys such as the FEAP survey will be directed towards students and staff to gauge the effectiveness of leadership, the anti bias and anti racist approach to education, culturally responsive teaching, the successes and challenges of the school, and student contentedness. (All students: English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC)

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

Administration spends 2-3 hours per week in informal classroom observations digital visits in an effort to get to know my teachers and their teaching style, as well as students and who they are as learners. In addition, administration conducted formal observations as required through certificated evaluations.
Summary findings: Despite the past distance learning model the 2021-22 school year has presented for us this year, teachers continue to provide highly structured and scaffolded learning environments, they work to build relationships and caring classrooms with students, and they differentiate to work to meet the needs of each student. In general, teachers are highly supportive of visual and performing arts and work to incorporate art projects into the class curriculum. In general, teachers are highly supportive of supporting students' social-emotional needs as is evidenced through PBIS and meditative strategies, morning circles, and moments of mindfulness.

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)

As a staff, we do not use state assessments to modify instruction primarily due to the fact that the results come out so late in the year. We use state assessments (ELPAC and CAASPP) to inform us of student achievement at the site level. We do use local assessments throughout the year in the form of Fountas and Pinnell reading comprehension, fluency, and accuracy level checks and Benchmark Math and Writing assessments. Teachers use the results of those assessments to modify instruction in support of student achievement.

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

Individual teachers may engage in data monitoring of student assessments and this is primarily done through Fountas and Pinnell and other embedded assessments. We have not engaged in site or ILT conversations about data other than in summative forms.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our staff are highly qualified.

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

All of our staff are appropriately credentialed and have access to professional development.

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

Staff development is based on research, data collection, equity, AB/AR and needs assessments from site, and CCSS (Common Core State Standards).

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

We have mentor teachers and EL specialist supporting newer teachers. More experienced teachers have access to EL Specialist and collaborative structures.

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

Teachers collaborate weekly by grade level for at least one hour. There is alignment of grade-level preps when possible.

Teaching and Learning

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

All curriculum is CCSS aligned. We also include curriculum for the purpose of equity and Anti-biased/anti-racism (AB/AR) based academics.

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

We exceed the recommended number of instructional minutes.

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

Yes

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

Yes the school passes the Williams and Valenzuela audit each year. (All students: English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC)

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

Yes the school passes the Williams and Valenzuela audit each year.

Opportunity and Equal Educational Access

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

We have two EL specialists (1.0 FTE and .50 FTE) and have a site allocation of funds that we use to support student achievement. A portion of that budget goes to direct intervention services in support of under performing students.

Evidence-based educational practices to raise student achievement

We continue to develop these practices rooted in culturally responsive teaching practices, integrated learning, anti biased and anti racist education (AB/AR), social justice, equity, balanced literacy, and intervention strategies.

Parental Engagement

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

Full Service Community School, Parent center, RTI strategies, EL specialist and EL academies, and a Family Engagement and Equity Specialist.

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)

ELAC, ASSAI, PTO support, Family Engagement Specialist, Low Performing Block Grant, Parent Education and participation programs.

Funding

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

Direct intervention in ELA and ELD by EL specialist, para educators, and classroom teachers. professional development for staff, supplemental technology, digital programs, and instruction resources for classrooms and students.

Fiscal support (EPC)

Title 1 and LCFF funds.

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 school site council is the primary body which reviews and updates the SPSA. The school site council is comprised of a balance of staff members and parents. This year we have gathered feedback from several sources as we revised, reviewed and updated our SPSA. This includes staff members on the instructional leadership team, site based decision making, and at staff meetings. We have also gathered feedback from various parent groups on campus including the English Language Learner Advisory Committee which meets once a month, AASAI (African American Student Achievement Initiative) and at coffee with the principal meetings. A local control accountability presentation was completed with parents in the month of March and feedback was gathered via a survey. Parents, community, and staff have also given feedback on the EL master plan as well this year. This has been a key piece of information to further expand equity for English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC individuals.

Resource Inequities

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

Cherryland made gains in many areas in 2018 as well as modest gains in 2019 according to our CAASPP data and school dashboard. However, the school still faces resource inequities. One such inequity relates to the level of supplemental materials we have available for a school that is 50% bilingual alternative education. Traditionally supplemental materials have primarily focused on English language support or have been evenly split between sheltered English immersion programs and bilingual alternative programs. This is inequitable in that the bilingual alternative program requires materials in two languages and therefore more materials. Another inequity identified within our California dashboard and SPSA is the achievement of African American students and the lack of direct support for this subgroup. Another inequity at Cherryland is addressing the needs of the high level of unhoused students, students in foster care, low income students, socioeconomically disadvantaged, other at risk students. Because of this, Cherryland has embraced the full service community school approach to providing services and supports to families and students. However, the ability to support this effort through the SPSA has been limited by significant budget reductions, and such a high academic need. The current COVID 19 epidemic has also created further inequities within the school community.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	116	131	123
Grade 1	114	107	115
Grade 2	95	119	104
Grade3	106	106	114
Grade 4	103	118	107
Grade 5	104	110	116
Grade 6	108	100	109
Total Enrollment	746	791	788

Conclusions based on this data:

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

2. Cherryland is growing as a school with an expected enrollment of over 900 for the 2022-23 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	386	436	415	51.7%	55.1%	52.7%
Fluent English Proficient (FEP)	134	114	91	18.0%	14.4%	11.5%
Reclassified Fluent English Proficient (RFEP)	47	22	13	11.9%	5.7%	3.0%

Conclusions based on this data:

1. Cherryland has had a decrease in the total number of ELL's from 436 to 415.

2. Cherryland had a decrease in the number of Reclassified Fluent English Proficient Students form 2019-2020 to 2020-2021.

3. Cherryland had a decrease in the number of Fluent English Proficient Students form 2019-2020 to 2020-2021.

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	98	109	116	97	107	0	97	107	0	99	98.2	0.0
Grade 4	106	102	109	103	98	0	103	98	0	97.2	96.1	0.0
Grade 5	108	105	118	101	101	0	101	101	0	93.5	96.2	0.0
Grade 6	108	112	108	106	108	0	106	108	0	98.1	96.4	0.0
All Grades	420	428	451	407	414	0	407	414	0	96.9	96.7	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	2357.	2363.		4.12	6.54		19.59	11.21		16.49	29.91		59.79	52.34	
Grade 4	2427.	2419.		11.65	10.20		20.39	20.41		15.53	17.35		52.43	52.04	
Grade 5	2440.	2455.		3.96	8.91		23.76	20.79		29.70	18.81		42.57	51.49	
Grade 6	2476.	2476.		5.66	0.93		23.58	28.70		29.25	33.33		41.51	37.04	
All Grades	N/A	N/A	N/A	6.39	6.52		21.87	20.29		22.85	25.12		48.89	48.07	

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	5.15	4.67		39.18	43.93		55.67	51.40	
Grade 4	4.85	12.24		44.66	36.73		50.49	51.02	
Grade 5	7.92	12.87		37.62	38.61		54.46	48.51	
Grade 6	8.49	2.78		32.08	43.52		59.43	53.70	
All Grades	6.63	7.97		38.33	40.82		55.04	51.21	

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 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	2.06	7.48		37.11	50.47		60.82	42.06	
Grade 4	14.56	9.18		46.60	51.02		38.83	39.80	
Grade 5	8.91	12.87		43.56	51.49		47.52	35.64	
Grade 6	11.32	4.63		48.11	62.96		40.57	32.41	
All Grades	9.34	8.45		43.98	54.11		46.68	37.44	

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 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	6.19	4.67		56.70	57.01		37.11	38.32	
Grade 4	9.71	9.18		63.11	56.12		27.18	34.69	
Grade 5	6.93	6.93		57.43	57.43		35.64	35.64	
Grade 6	4.72	0.93		61.32	68.52		33.96	30.56	
All Grades	6.88	5.31		59.71	59.90		33.42	34.78	

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.

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	10.31	11.21		39.18	37.38		50.52	51.40	
Grade 4	20.39	13.27		45.63	52.04		33.98	34.69	
Grade 5	13.86	15.84		45.54	35.64		40.59	48.51	
Grade 6	21.70	13.89		40.57	54.63		37.74	31.48	
All Grades	16.71	13.53		42.75	44.93		40.54	41.55	

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. Cherryland's overall performance in ELA stayed flat from 2018-2019 which was the predicted effect of a large budget cut.

2. Cherryland had significant improvement in the reading claim for ELA from 2018-2019 moving form 44% at or near the standard to 53% the standard.

3. This data is very out of date as the CAASPP has not been administered since 2019 due to the COVID 19 Pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (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
Overall Participation for All Students												
Grade 3	98	109	116	97	109	0	97	109	0	99	100	0.0
Grade 4	106	102	109	103	99	0	103	99	0	97.2	97.1	0.0
Grade 5	108	105	118	106	103	0	106	103	0	98.1	98.1	0.0
Grade 6	108	112	108	108	111	0	108	111	0	100	99.1	0.0
All Grades	420	428	451	414	422	0	414	422	0	98.6	98.6	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.

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
Overall Achievement for All Students															
Grade 3	2388.	2395.		5.15	3.67		18.56	24.77		34.02	32.11		42.27	39.45	
Grade 4	2425.	2418.		2.91	1.01		14.56	21.21		41.75	30.30		40.78	47.47	
Grade 5	2421.	2434.		1.89	5.83		8.49	6.80		21.70	19.42		67.92	67.96	
Grade 6	2448.	2456.		6.48	5.41		13.89	11.71		23.15	31.53		56.48	51.35	
All Grades	N/A	N/A	N/A	4.11	4.03		13.77	16.11		29.95	28.44		52.17	51.42	

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.

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
Concepts & Procedures **Applying mathematical concepts and procedures**									
Grade 3	13.40	8.26		32.99	45.87		53.61	45.87	
Grade 4	6.80	7.07		27.18	31.31		66.02	61.62	
Grade 5	4.72	7.77		20.75	17.48		74.53	74.76	
Grade 6	9.26	6.31		23.15	28.83		67.59	64.86	
All Grades	8.45	7.35		25.85	31.04		65.70	61.61	

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

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	9.28	14.68		42.27	43.12		48.45	42.20	
Grade 4	5.83	10.10		49.51	39.39		44.66	50.51	
Grade 5	2.83	6.80		32.08	30.10		65.09	63.11	
Grade 6	6.48	6.31		35.19	40.54		58.33	53.15	
All Grades	6.04	9.48		39.61	38.39		54.35	52.13	

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	10.31	8.26		57.73	54.13		31.96	37.61	
Grade 4	8.74	7.07		40.78	37.37		50.49	55.56	
Grade 5	2.83	6.80		32.08	28.16		65.09	65.05	
Grade 6	8.33	6.31		36.11	39.64		55.56	54.05	
All Grades	7.49	7.11		41.30	40.05		51.21	52.84	

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. Over three years Cherryland has had a significant decrease in the number of student not meeting the standard for Math. In 2016-17 60% of our students did not meet the standard. This was decreased to 51%. 6th grade showed the most improvement with a decrease from 73% not meeting the standard to 51% not meeting the standard.

2. The most significant improvements for Cherryland have come under the claim Concepts & Procedures: Applying mathematical concepts and procedures. Cherryland has had a three year increase of nearly 10% of students at or near the standard in this claim.

3. This data is very out of date as the CAASPP has not been administered since 2019.

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	1402.8	1400.9	1391.6	1417.8	1412.2	1415.9	1367.4	1374.5	1334.8	90	79	82
1	1430.4	1423.9	1403.7	1432.7	1437.9	1428.6	1427.7	1409.5	1378.4	63	71	75
2	1467.8	1475.5	1448.9	1467.8	1480.6	1477.5	1467.3	1470.0	1419.8	66	62	65
3	1486.3	1482.8	1479.9	1489.0	1472.8	1498.2	1483.1	1492.2	1461.2	47	53	71
4	1494.8	1507.3	1500.8	1489.5	1500.3	1506.9	1499.6	1513.9	1494.3	40	47	57
5	1506.6	1531.1	1527.0	1503.7	1536.2	1527.8	1509.0	1525.9	1525.7	42	37	43
6	1511.3	1509.6	1506.1	1498.0	1495.8	1499.9	1523.9	1523.0	1511.8	30	34	37
All Grades										378	383	430

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	*	2.53	7.32	25.56	24.05	35.37	37.78	53.16	25.61	25.56	20.25	31.71	90	79	82
1	*	1.41	9.33	30.16	18.31	25.33	34.92	45.07	25.33	26.98	35.21	40.00	63	71	75
2	22.73	8.06	18.46	54.55	41.94	23.08	*	38.71	24.62	*	11.29	33.85	66	62	65
3	*	7.55	7.04	34.04	39.62	32.39	40.43	37.74	39.44	*	15.09	21.13	47	53	71
4	*	14.89	7.14	47.50	55.32	50.00	35.00	17.02	32.14	*	12.77	10.71	40	47	56
5	*	29.73	18.60	50.00	40.54	41.86	*	18.92	25.58	*	10.81	13.95	42	37	43
6	*	17.65	10.81	43.33	32.35	29.73	*	29.41	40.54	*	20.59	18.92	30	34	37
All Grades	14.02	9.40	10.72	38.89	34.20	33.33	29.37	37.34	29.84	17.72	19.06	26.11	378	383	429

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	23.33	6.33	17.07	30.00	32.91	41.46	26.67	39.24	14.63	20.00	21.52	26.83	90	79	82
1	19.05	2.82	29.33	30.16	32.39	20.00	28.57	45.07	25.33	22.22	19.72	25.33	63	71	75
2	43.94	24.19	38.46	39.39	45.16	26.15	*	25.81	18.46	*	4.84	16.92	66	62	65
3	29.79	15.09	39.44	38.30	47.17	39.44	*	20.75	5.63	*	16.98	15.49	47	53	71
4	32.50	40.43	39.29	47.50	34.04	44.64	*	10.64	7.14	*	14.89	8.93	40	47	56
5	50.00	51.35	48.84	26.19	35.14	37.21	*	8.11	4.65	*	5.41	9.30	42	37	43
6	*	32.35	29.73	43.33	35.29	24.32	*	17.65	27.03	*	14.71	18.92	30	34	37
All Grades	31.22	20.63	33.33	35.19	37.34	33.57	18.78	27.15	14.69	14.81	14.88	18.41	378	383	429

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	*	3.80	1.22	*	8.86	4.88	53.33	68.35	46.34	33.33	18.99	47.56	90	79	82
1	*	1.41	5.33	22.22	7.04	18.67	31.75	36.62	14.67	39.68	54.93	61.33	63	71	75
2	16.67	6.45	13.85	36.36	35.48	16.92	28.79	35.48	13.85	18.18	22.58	55.38	66	62	65
3		7.55	0.00	*	16.98	14.08	44.68	54.72	40.85	44.68	20.75	45.07	47	53	71
4	*	10.64	3.57	*	31.91	14.29	55.00	36.17	53.57	*	21.28	28.57	40	47	56
5	*	2.70	13.95	35.71	27.03	11.63	35.71	56.76	58.14	*	13.51	16.28	42	37	43
6	*	8.82	2.70	*	17.65	18.92	*	50.00	37.84	36.67	23.53	40.54	30	34	37
All Grades	8.47	5.48	5.36	20.63	19.32	13.75	40.74	48.56	36.36	30.16	26.63	44.52	378	383	429

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	38.89	7.59	10.98	46.67	68.35	64.63	14.44	24.05	24.39	90	79	82
1	33.33	18.31	33.33	53.97	64.79	48.00	*	16.90	18.67	63	71	75
2	51.52	32.26	20.00	46.97	66.13	63.08	*	1.61	16.92	66	62	65
3	*	13.21	19.72	72.34	64.15	57.75	*	22.64	22.54	47	53	71
4	*	36.17	21.43	70.00	48.94	64.29	*	14.89	14.29	40	47	56
5	40.48	13.51	16.28	42.86	75.68	74.42	*	10.81	9.30	42	37	43
6	*	11.76	10.81	50.00	52.94	48.65	*	35.29	40.54	30	34	37
All Grades	34.39	18.80	19.58	53.44	63.71	59.91	12.17	17.49	20.51	378	383	429

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	23.33	10.13	26.92	50.00	62.03	44.87	26.67	27.85	28.21	90	79	78
1	22.22	4.23	25.68	39.68	70.42	44.59	38.10	25.35	29.73	63	71	74
2	40.91	20.97	50.77	43.94	59.68	32.31	*	19.35	16.92	66	62	65
3	55.32	39.62	71.43	23.40	33.96	14.29	*	26.42	14.29	47	53	70
4	65.00	53.19	67.86	27.50	29.79	23.21	*	17.02	8.93	40	47	56
5	66.67	78.38	79.07	*	16.22	9.30	*	5.41	11.63	42	37	43
6	53.33	52.94	51.35	*	29.41	32.43	*	17.65	16.22	30	34	37
All Grades	41.80	30.55	50.59	36.51	48.04	30.26	21.69	21.41	19.15	378	383	423

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	*	3.80	3.66	68.89	78.48	48.78	23.33	17.72	47.56	90	79	82
1	*	5.63	20.00	52.38	40.85	22.67	34.92	53.52	57.33	63	71	75
2	30.30	3.23	21.54	46.97	77.42	30.77	22.73	19.35	47.69	66	62	65
3	*	3.77	0.00	42.55	54.72	38.03	55.32	41.51	61.97	47	53	71
4	*	8.51	3.57	62.50	59.57	51.79	32.50	31.91	44.64	40	47	56
5	*	8.11	11.63	64.29	70.27	58.14	*	21.62	30.23	42	37	43
6	*	8.82	5.41	*	38.24	27.03	63.33	52.94	67.57	30	34	37
All Grades	12.43	5.48	9.56	54.23	61.36	39.16	33.33	33.16	51.28	378	383	429

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	16.67	5.06	4.88	37.78	55.70	34.15	45.56	39.24	60.98	90	79	82
1	*	0.00	5.33	47.62	45.07	29.33	44.44	54.93	65.33	63	71	75
2	19.70	8.06	10.77	69.70	72.58	29.23	*	19.35	60.00	66	62	65
3	*	26.42	5.63	74.47	62.26	50.70	23.40	11.32	43.66	47	53	71
4	*	27.66	1.79	75.00	59.57	75.00	*	12.77	23.21	40	47	56
5	*	13.51	16.28	66.67	75.68	76.74	*	10.81	6.98	42	37	43
6	*	26.47	10.81	80.00	58.82	75.68	*	14.71	13.51	30	34	37
All Grades	13.23	13.05	7.23	60.05	60.05	48.48	26.72	26.89	44.29	378	383	429

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. Listening and Speaking are Cherryland's strongest domains on the ELPAC and Reading and writing are the weakest domains.

2. 2019-2020 data is not included in this graphic making analysis of growth or decline difficult.

School and Student Performance Data
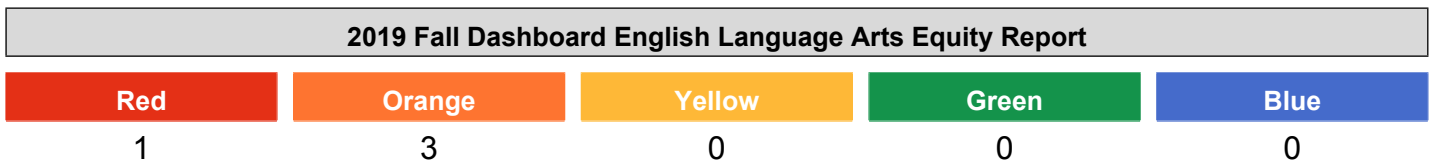
Student Population

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**
788	**74.7**	**52.7**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	415	52.7
Foster Youth	2	0.3
Homeless	31	3.9
Socioeconomically Disadvantaged	589	74.7
Students with Disabilities	64	8.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	5.2
American Indian or Alaska Native		
Asian	17	2.2
Filipino	18	2.3
Hispanic	654	83.0
Two or More Races	33	4.2
Native Hawaiian or Pacific Islander	8	1.0
White	15	1.9

Conclusions based on this data:

1. Cherryland as a significant number of students that are socioeconomically disadvantaged at 74.7%.

2. Cherryland has a significant number of English Language learners.

3. Cherryland has a significant number of English Language Learners, socioeconomically disadvantaged, students with disabilities, African American, Latinx, and BIPOC and no American Indian or Pacific Islanders .

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 Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Yellow		

Conclusions based on this data:

1. ELA and Chronic Absenteeism were our most significant areas in need of Improvement as they were both in the the orange range.

2. Mathematics and Suspension Rate area of concern as they are still in the yellow area.

School and Student Performance Data

Academic Performance
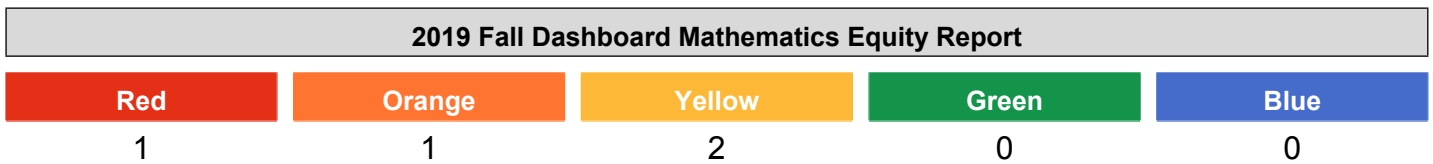## English Language Arts

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
56.8 points below standard	66.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.1 points	Declined -5.6 points	
391	242	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	61.5 points below standard	146.3 points below standard
	Maintained ++2.3 points	Declined Significantly -43.6 points
10	327	36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
75.1 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++21.3 points		6	6
23			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
57.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	50.8 points below standard
Maintained ++0.3 points	9	3	11
333			

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**
99 points below standard	13.3 points below standard	53.6 points below standard
Increased ++9.2 points	Declined -9.6 points	Increased ++4.1 points
150	92	121

Conclusions based on this data:

1. African American students showed significant improvement on the California Dashboard with a 21 point gain in 2019.

2. Students with disabilities had a significant loss on the Dashboard with a decrease of 44 points in 2019.

3. This data is out of date due the nature of the pandemic and school closure of 2019-2020 and 2021 school years.

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
71.1 points below standard	79.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.1 points	Declined -3.4 points	
388	240	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	75 points below standard	145.2 points below standard
	Increased ++9.7 points	Declined -6.7 points
10	324	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
89.7 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++34.7 points		6	6
23			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
72.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	43.5 points below standard
Increased ++5.9 points	9	3	11
330			

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**
103.8 points below standard	40.3 points below standard	68.3 points below standard
Increased ++3.1 points	Maintained -1.2 points	Increased Significantly ++22.7 points
148	92	120

Conclusions based on this data:

1. African American students showed significant improvement on the California Dashboard with a 35 point gain in 2019.

2. Overall Cherryland Students were in the yellow area showing a good increase on the Dashboard of 8 points in 2019

3. This data is out of date due the nature of the pandemic and school closure of 2019-2020 and 2021 school years.

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

English Learner Progress
No Performance Color
52.3 making progress towards English language proficiency
Number of EL Students: 287
Performance Level: Medium
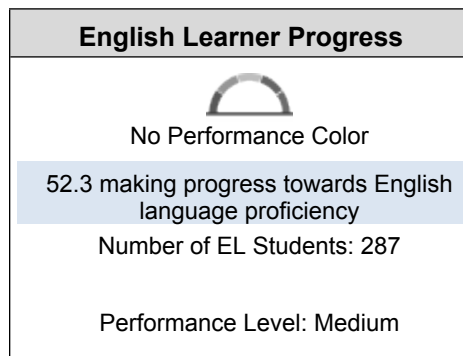
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
21.9	25.7	1.3	50.8

Conclusions based on this data:

1. A majority of our English Language Learners are making progress towards reclassification as per the 2019 fall dashboard EL Progress Indicator.

2. The 2019 Fall Dashboard Student English Language Acquisition Results show a significant group of students who have made no growth or have declined in progress of English language acquisition.

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.

Conclusions based on this data:

1. No data available due to COVID 19 pandemic.

School and Student Performance Data
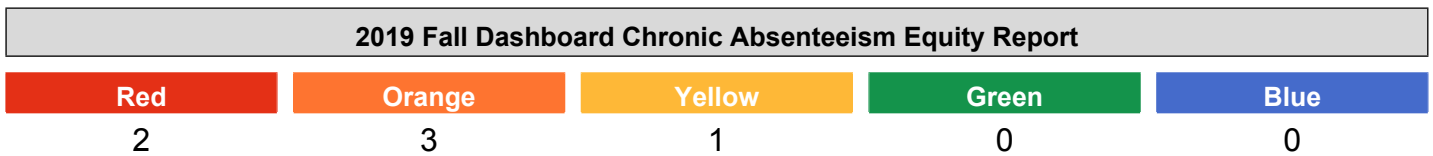
Academic Engagement
Chronic Absenteeism

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	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	Red	No Performance Color
15.2	13.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased Significantly +3.1	
797	431	4

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
28.1	15.2	21.3
Declined -11.3	Increased +2.3	Increased +2.5
32	650	75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
14.3	Less than 11 Students - Data Not Displayed for Privacy	11.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.1	0	Increased +2.8	9
49		18	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
14.6	29.6	Less than 11 Students - Data Not Displayed for Privacy	25
Increased +2.7	Increased +18.5	8	Declined -6.3
670	27		16

Conclusions based on this data:

1. 2019 data shows that overall Cherryland increased the percentage of students with chronic absenteeism.

2. 2019 data shows the largest decrease in Chronic Absenteeism was in the African American student subgroup where the school also saw the most significant increase in academic achievement.

3. This data is out of date due the nature of the pandemic and school closure of 2019-2020 and 2021 school year.

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
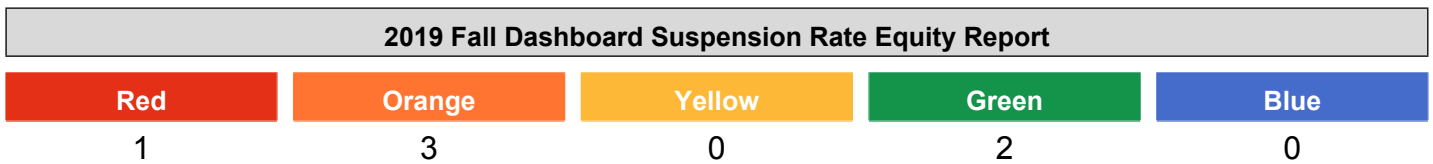## Suspension Rate

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	2	0

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
2.3	1.6	Less than 11 Students - Data Not
Maintained +0.2	Increased +0.6	6
818	440	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Red
2.9	2.3	10.1
Declined -2.6	Declined -0.5	Increased +2.1
34	659	79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange		No Performance Color	No Performance Color
7.8		5	Less than 11 Students - Data 10
Declined -1		Increased +5	
51		20	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
1.9	3.4	Less than 11 Students - Data 9	0
Increased +0.6	Declined -7.1		Declined -12.5
683	29		16

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	2.3

Conclusions based on this data:

1. Cherryland had slight increase in the suspension rate from 2018 to 2019 with the largest increase in the subgroup students with disabilities.

2. Cherryland's suspension rate declined for 5 subgroups.

3. This data is out of date due the nature of the pandemic and school closure of 2019-2020 and 2021 school year.

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

State Priorities:
- 2 Implementation of State Standards

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

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

Goal 1

All students will master the Common Core standards in ELA and SLA or demonstrate growth towards mastery. The number of students who attain met or exceeded the standard will increase by a minimum of 10% in ELA based on the 2019 Summative Assessment results. The number of students scoring did not meet the standard will decrease by a minimum of 5%. Overall and all subgroups will increase, improving the average distance from meeting the standard according to the California dashboard on the 2022 CAASPP exam by 10 points.

Identified Need

What data did you use to form this goal (findings from data analysis)?
The primary source of Data is the 2019 California Assessment of student performance and progress (CAASPP) results including a subgroup analysis of Special Education (SPED), African American (AA), English learners (EL), students in foster care and Latinx students. Formative Assessment Data, ELPAC, and 2018-19 English Language proficiency assessments for California (ELPAC), Interim CAASPP Assessments.

Group data to be collected to measure gains:
Professional Learning Communities (PLC), Cycle of Inquiry, Backwards Mapping, Vertical Collaboration, Data talks with School Site Council (SSC) and English Learner Advisory Committee (ELAC), Data talks and feedback from African American parents at AASAI meetings, Individual data conferences with teachers.

Strategy:
Develop strategies and actions to facilitate best practices school wide, support a culture of collaboration and public conversation around teaching and learning that provides teachers with a sense of agency in increasing student achievement including the use of AB/AR and SEL practices.

Response to Intervention (RTI)
1. ELA/SLA small group instruction
2. After School, teacher led, interventions
3. SES programs
4. 1 to 1 computers and the use of software as intervention
5. Engage all Stakeholders (ELAC, SSC, AASAI, Admin, Teacher, Staff, Students, and Parents)

Professional Development
1. Implement ABAR strategies, Continue learning ABAR strategies
2. Implement SEL strategies, Continue learning SEL strategies
3. Implement ART is Education Strategies
4. Pursue multilingual supports for BA teachers and students
5. Use Cycle of Inquiry/Backwards mapping/Vertical Collaboration to support professional growth
6. Continue Professionals Development with the new Benchmark Advance and Adelante
7. Seek out professional development for new K-2 Phonics/Taller
8. Engage all stakeholders (ELAC, SSC, AASAI, Admin, Teachers, Staff, Students and Parents)

Purchase Supplemental Reading Materials
1. Provide funds for classroom libraries
2. Engage all stakeholders (ELAC, SSC, AASAI, Admin, Teachers, Staff, Students and Parents)

Groups participating in this goal (e.g., students, parents, teachers, administrators):
African American Students, Special Ed Students, English Language Learners, Student who have not met or nearly met the standard for ELA, socioeconomically disadvantaged students, Latinx, and BIPOC

Anticipated annual growth for each group:
By 2022 the percentage of all students meeting the standard in reading language arts will increase from 26% to a minimum of 36%. There will also be an improvement in the distance from meeting the standard and color band in the California Dashboard for each the subsequent subgroups :
English learners will improve from orange to yellow moving from -66 to -56 average distance from meeting the standard.
African American will improve from -75 to -65 average distance from meeting the standard.
Latino students will improve from orange to yellow moving from -58 to -48 average distance from meeting the standard.
Special Education Students will improve from red to orange moving from -146 to -136 average distance from meeting the standard.
Socio Economically Disadvantaged students will improve from orange to yellow moving from -62 to -52 average distance from meeting the standard.

Due to the Alameda County shelter in place order of 2020 the school will not be giving a CAASSP Assessment in grades 3-6 in the spring of 2020 and 2021 so they will rely on results from the spring of 2019 as baseline data.

Means of evaluating progress toward this goal:
CAASPP 2022, Formative Assessment Data, ELPAC, BAS, BPST, Interim CAASPP Assessments.

How does this goal align to your Local Educational Agency Plan goals?

The LEA has the same minimum goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The Cherryland student population was 6% exceeding the standard, 20 % meeting the standard, 26% nearly meeting the standard and 48% not meeting the standard in the year 2019 on the ELA CAASPP Exam. The various subgroups identified as target subgroups performed at similar or lower levels.

Which stakeholders were involved in analyzing data and developing this goal?
Staff, and parents were involved in the formation of these goals. SSC, ELAC, SBDM, PTO, ILT and informal surveys during parent engagement events such a coffee with the principal and at the African American Student Achievement Information nights.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average distance from meeting the standard on the ELA portion of the CAASPP on the California Dashboard.	-57 average distance from meeting the standard	Improve to -47 average distance from meeting the standard and move form Orange to Yellow on the California Dashboard for ELA.

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)

ELL students, African American Students, Student with disabilities, socioeconomically disadvantaged, Latinx, BIPOC, students in foster care, and other all under performing student groups

Strategy/Activity

Response to Intervention (RTI)

Task:
- Data analysis to monitor student progress, improve instruction. Provide feedback to teachers on performance of individual and groups of students.
- After school tier 2 intervention (teacher hourly) and Supplemental Service Providers(SES) providers.

Measures:
Student achievement on ELPAC, Summative Assessments, BAS, BPST, IAB benchmarks and CAASPP.

People Assigned:
EL specialists

20 hour Bilingual Para-Educator focused on supporting students in the BA program with SLA and ELA acquisition.
20 hour General Para-Educator focused on students in the SEI program with ELA.
Teachers selected by RTI committee to provide targeted before and after school reading intervention
Supplemental Educational Services (SES) such as The Village Method, Tutor Works, and or Sylvan Learning Center etc.
After school tutoring Program- Tier 1 intervention.

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

Amount(s)	Source(s)
8,000	LCFF Supplemental and Concentration Funds RTI before and after school intervention (teacher hourly)
18,772	Title I Part A: Basic Grants Low-Income and Neglected 20 hour Bilingual Para-educator
27,777	Title I Part A: Basic Grants Low-Income and Neglected General Para-educator
5,000	LCFF Supplemental and Concentration Funds Afterschool Tutoring Program
4,575	LCFF Supplemental and Concentration Funds SES Providers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL students, African American Students, Student with disabilities, socioeconomically disadvantaged, Latinx, BIPOC, students in foster care, and other all under performing student groups.

Strategy/Activity

Professional Development for Staff

TASK: Under the guidance of Cherryland ILT the professional development plan for Cherryland will focus on Literacy, Integrated Learning, Deeper learning: This will include hourly time for teacher

collaboration, conferences, consultants, teacher release time, and additional after school professional development sessions

The topics of Professional Development are:
1. ABAR
2. SEL
3. Art is Education
4. Multilingual Acquisition
5. Benchmark Advance/Adelante
6. Phonics/Taller

Measures:
Student achievement on CELDT, ADEPT, Summative Assessments, Interim Assessment Block (IAB) benchmarks and CAASPP. Federal Program Monitoring, Performance Evaluation

People Assigned:
Principal
ILT
Staff

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)
7652	LCFF Supplemental and Concentration Funds
	Professional Development

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL students, African American Students, Student with disabilities, socioeconomically disadvantaged, Latinx, BIPOC, students in foster care, and students reading below grade level.

Strategy/Activity

Purchase Supplemental Reading Material

Task: Purchase culturally and linguistically responsive supplemental reading materials in both English and Spanish for each general and special education classroom.

Measures: Growth in LLI assessments, IAB performance and CAASPP data

People Assigned:
Grade level teachers
Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,625.00	LCFF Supplemental and Concentration Funds Supplemental Reading Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELL students, African American Students, Student with disabilities, socioeconomically disadvantaged, Latinx, BIPOC, students in foster care, and students reading below grade level.

Strategy/Activity

Purchase complimentary classroom literacy instruction and provide differentiation through a menu of activities and learning games

Task: Purchase Lexia program for phonics instruction and give students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction.

Measures: Growth in LLI assessments, IAB performance and CAASPP data

People Assigned:
Grade level teachers
Principal

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)
12,000	Title I Part A: Basic Grants Low-Income and Neglected Lexia

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 implementation of the strategies and activities related to this goal has been moderately effective. Due to increase in salaries for all HUSD employees and a major decrease in both LCFF and Title One funding the goal for the number of students supported by these structured interventions has not been met. While the majority of the goals for ELA were met in the 2017-18 school year in almost every sub group we expect with the dramatic reduction of budget and services provided to student created stagnant to little growth in the 2018-19 school year. The Pandemic and subsequent school closure to in person learning has caused further learning loss. As we were unable to give the CAASPP exam in the 2019-20 school year we are unable to measure the current rates of learning loss according to standardized tests.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LEA Goal:

21st Century Success for Math
All students will master the Common Core standards in Math or demonstrate growth towards mastery. The number of students who attain proficiency or advanced will increase by a minimum of 10% in Math based on the 2019 CAASPP results. The number of students scoring below basic will decrease by a minimum of 5% in Math based on the 2019 CAASPP results. Overall each subgroup will reduce the average distance from meeting the standard by 10 points as evidenced by the California dashboard on the 2022 CAASPP exam. (All students: English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups)

State Priorities:
- 2 - Implementation of State Standards

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

Goal 2

21st Century Success for Math

All students will master the Common Core standards in Math or demonstrate growth towards mastery. The number of students who attain proficiency or advanced will increase by a minimum of 10% in Math based on the 2019 CAASPP results. The number of students scoring below basic will decrease by a minimum of 5% in Math based on the 2019 CAASPP results. Overall each subgroup will reduce the average distance from meeting the standard by 10 points as evidenced by the California dashboard on the 2022 CAASPP exam.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- 2018-19 CAASPP Math Summative Assessment Subgroup analysis (SPED, AA, EL, Latinx)
- 2018-19 Cherryland School Dashboard from the California Department of Education

Group data to be collected to measure gains:

- 2021-2022 SY CAASPP Math Results aggregated by subgroup
- Summative data from targeted strategic interventions
- Teacher afterschool interventions
- intervention and learning programs such as IXL, (add other online programs teachers are using now)
- Data from program used by GG)

Strategy:

We have developed strategies and actions to systematize best practices school-wide and developed common core standards-aligned units of instruction, support a culture of collaboration, and public conversation around teaching and learning via the use of data that provides teachers with a sense of agency in increasing student achievement that establishes professional learning communities.

- Response to Intervention (RTI) strategy to provide targeted content-specific instructional interventions to increase the achievement of low performing subgroups
- Strategies to increase student engagement and teach to multiple learning modalities in order to increase student achievement
- SEL strategies to promote a sense well-being which is a marker for academic achievements
- Culturally responsive (anti-bias/anti-racist) strategies to ensure the inclusion of all students.

How does this goal align with your Local Educational Agency Plan goals?

The LEA goal has the same goal for a minimum 10% increase in the number of students meeting or exceeding the standard in this subject area.

What did the analysis of the data reveal that led you to this goal?
- 51% of the students who took the CAASPP exam in May of 2019, did not meet or exceed the Math standard.

Which stakeholders were involved in analyzing data and developing this goal?
- Certificated and Classified staff
- Parents
- SSC
- AASAI
- ELAC
- SBDM
- PTO
- ILT

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average distance from meeting the standard on the Math portion of the CAASPP on the California Dashboard.	-71 average distance from meeting the standard	Improve to -61 average distance from meeting the standard and maintain Yellow on the California Dashboard for Math.

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)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups.

Strategy/Activity

Math- Technology

Task:
Supplemental Materials and supplies to support math instruction: Technology to support student learning and intervention. Purchase technology to support math instruction at every grade level
- Technology hardware and accessories to support student learning during class instruction and second tier of RTI
- Technology software to support student learning during class instruction and second tier of RTI.

Common Core state standards implementation
Task:
Provide/Purchase rigorous supplemental technological instructional materials for students (Educational websites/software)

Measures:
Grade levels will review student progress on technology software Grades K-6
- IXL Diagnostic Assessment
- Formative assessments given by teachers

People Assigned:
- Principal
- ILT
- Grade level teams

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)
6,000.00	LCFF Supplemental and Concentration Funds Supplemental Materials and Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Common Core state standards implementation

Task:
- Provide/Purchase rigorous supplemental technological instructional materials for students (Educational websites/software - including IXL Reading A to Z/RAZ Kids, Brainpop.com, etc..)

Measures:
Grade levels will review student progress on RAZ Kids/I station (K-2) and prodigy/IXL (3-6) to identify strengths and weaknesses among each grade level - using this information to drive instruction
- Grade levels will use data from the diagnostic/benchmark assessments drive Cycle of Inquiry among their PLCs

People Assigned:
- Principal
- ILT
- Grade level teams

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

Amount(s)	Source(s)
0	LCFF Supplemental and Concentration Funds Blended Learning Platforms IXL etc.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Response to Intervention (RTI)

Task:
- Acceleration services to target students.
- Data analysis to monitor student progress, improve instruction and align to Common Core Framework.
- Provide feedback to teachers on performance of individual and groups of students.
- Extended school day before and after school tier 2 intervention {teacher hourly)

Measures:
Student achievement on ELPAC, ADEPT, Summative Assessments, IAB benchmarks and

CAASPP. Federal Program Monitoring, Performance Evaluation.

People Assigned:
- Teachers selected by RTI committee to provide targeted before and after math intervention Tier 2 intervention.
- Principal
- ILT

Supplemental Educational Services (SES) such as The Village Method, Tutor Works, and or Sylvan Learning Center etc. Tier 2 intervention. After school tutoring Program- Tier 1 intervention.

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

Amount(s)	Source(s)
3,500	LCFF Supplemental and Concentration Funds Teacher Led RTI
5,000	Title I Part A: Basic Grants Low-Income and Neglected SES Providers
4,500	LCFF Supplemental and Concentration Funds After School Tutoring

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Purchase of Science related materials and supplies related to mathematics to support Math common core standards

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)

4800	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Mystery Science and nonfiction student magazines

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, socioeconomically disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Professional development that builds conceptional understanding of mathematical concepts through math talks, problem solving, and formative assessments
 	
4,800 for teacher professional development and supplemental materials and supplies
 	
Task:
   • Acceleration services to target students.
   • Data analysis to monitor student progress, improve instruction and align to Common Core Framework.
   • Provide feedback to teachers on performance of individual and groups of students.
   • Extended school day before and after school tier 2 intervention {teacher hourly)
 	
Measures:
Student achievement on MARS tasks, Summative Assessments, IAB benchmarks and CAASPP.
 	
People Assigned:
   • Self-selected teachers to provide targeted before and afterschool math intervention Tier 2 intervention.
   • Principal
   • Classroom Teachers
   • SVMI Trained Teacher

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

Amount(s)	Source(s)
5,200	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures SVMI Training for 4 teachers

| 4,800 | LCFF Supplemental and Concentration Funds |
| | Supplemental Materials and Supplies |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

Response to Intervention
Task:
Strengthen and advance the existing COST team that will review student referrals and develop a plan of action for each student. COST team will meet twice monthly. COST team will include the following people: Counselors, School Psychologist, ELL Specialist, After school Coordinator, and other support members of the school staff. The addition of these members will streamline and pinpoint the specific needs of students referred to the team. COST will also determine which students are sent to the SST team, or which need Counseling or other services. Process will be established to determine which students need intensive academic support and will be included in the action plan which could include referrals to SST.
We will hold regular SST meetings to address the needs of students at risk. We will monitor the effectiveness of tier one and tier two interventions and refer students to additional resources including Special Education or 504 plan when appropriate. Teachers will receive training regarding behavior support plans. Teachers will meet on release days to review assessment data and plan intervention and identify students for intervention. Teachers will use a formative pre-assessment to determine who will receive intervention. A formative post assessment will be given to measure student growth and determine further actions.
Measures:
Teacher observation, SST notes, COST team notes and minutes, 504 notes.
Assessment data
People Assigned:
COST team, SST team, 504 team. Special Education team, teaching staff

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)
1500.00	LCFF Supplemental and Concentration Funds
	Substitute Coverage for SST, 504 plan meetings

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

Common Core State Standards Implementation

Task:

Teachers will use common core lesson designs to have focused lessons.
Teachers will use common core assessments to inform instruction.
Teachers will use on-line platforms to hone in on skills with needed practice.
Provide Release Days for teachers to review data and create unit lesson plans.
All teachers will attend District PD throughout the year for on-line Programs as well Math curriculum.

Measures:
Common assessments
Collect lesson plans and planning guides developed during PLC meetings
PLC meeting notes
Classroom observations

People Assigned:
ELL Specialist, Principal, teaching staff

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)
4875.00	LCFF Supplemental and Concentration Funds Release days for Collaboration and Data Analysis

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 implementation of the strategies and activities related to this goal has been moderately effective. Due to increase in salaries for all HUSD employees and a major decrease in both LCFF and Title one funding the goal for the number of students supported by these structured interventions has not been met. While some of the goals for mathematics were met in the 2018-19 school year in almost every sub group we expect with the dramatic reduction of budget and time away from school due to shelter in placer order by Alameda county to have a decline or flat line in achievement in math. The number of students served with math intervention by the Intervention

teacher fell well below the expected target dues to overwhelming number of referrals for literacy support from parents and staff. The Pandemic and subsequent closure of the school to in person learning has had a dramatic impact on learning loss and we do expect many students to fall significantly behind. For this reason we have allocated all of the additional LCFF fund in the upcoming year to direct students supports such as teacher led RTI, SES providers, and after school tutoring.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LEA Goal:
- 21st 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.

State Priorities:
- 4 - Pupil Achievement

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

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

Goal 3

21st Century Success for English Language Learners

Our English Learners (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.
ELs will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL Progress Indicator on the CA Dashboard. ELs making progress toward proficiency will increase by 5%, by Spring 2023.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- ELPAC Scores from the Spring of 2022, CAASPP trend data.
- . HUSD and Cherryland administered the ELPAC remotely in 2021 and in person in 2022
- ELPAC 2022 data to be used
- We will use the data and results from this new assessment to adjust this goal in the 2022-23 school year.
- Reclassification rates.
- Number of years students participated in ELD programs

Group data to be collected to measure gains:
Data talks:
- SSC
- ELAC with ELL parents

- Individual data conferences with teachers
- EL/RFEP Monitoring Forms

Strategy:
- 45 minutes of Designated ELD school wide English Language Development
- Computer based intervention
- Targeted small group interventions with:
- EL Specialist
- Bilingual Bi-literate Paraeducator
- Teacher (in school and after school RTI)

Designed to provide targeted intervention in English Language Development in order to provide support to ELL's that will improve their overall performance on CAASPP, and ELPAC in order to meet ELPAC criterion for annual progress, reclassification, and the reduction of long term ELL.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Language Learners
- English Language Advisory Committee (ELAC)
- School Site Council (SSC), Principal, Assistant Principal
- ELL Specialists
- Bilingual Bi-literate Para-educator

Anticipated annual growth for each group:
- By April 2023 the percentage of English Language Learners gaining proficiency in English will increase from 5% to 10% in order to move toward the state defined growth expectations as measured by ELPAC English Proficiency.
- An increasing percentage of English language learners will attain English language proficiency annually:
- By June 2023 the percentage of English learners attaining English language proficiency in fewer than 5 years will increase from 10% to 15%, in order to move toward state defined expectations for meeting the ELPAC criterion for English language proficiency
- By June 2023 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 2% to 5% in order to move toward state-defined expectations for meeting the ELPAC criterion for English language proficiency

Means of evaluating progress toward this goal:
- CAASPP Data
- F&P
- BPST
- Reclassification Criteria
- ELPAC Scores

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area

What did the analysis of the data reveal that led you to this goal?
- Approximately 12% of ELL students at Cherryland are eligible for reclassification based on ELPAC and CAASPP.
- Increasing the reclassification rate by 10% is a reasonable and attainable goal.

Which stakeholders were involved in analyzing data and developing this goal?

- Certificated and classified staff and parents were involved in the formation of these goals.
- SSC
- ELAC
- SBDM
- ILT
- Informal surveys and data analysis during parent engagement morning/nights at the Coffee with the principal

Actions to improve achievement (if applicable).
1. Access to reading programs
2. School wide leveled ELD Block
3. Computer Based Interventions (Raz Kids, BrainPop, IXL, EPIC)
4. ELL interventions (LLI Interventions and Soluciones)
5. Targeted strategic interventions
6. Teacher after school interventions
7. EL Progress monitoring
8. ELPAC Academies with students and parents
9. Staggered Reading

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Percentage of English learners making progress towards English Language proficiency on the ELPAC Exam in 2022 and 2023	52% making progress towards English language proficiency	Increase to 62%of English Learners making progress towards English language proficiency.

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)

ELL students

Strategy/Activity

Response to Intervention (RTI)

Task:
- Provide support to ELL's in progressing toward becoming reclassified as Fluent in English proficiency
- Support includes pull out LLI reading intervention.
- ELPAC Academy
- Progress monitoring

Measures:
- ELPAC
- CAASPP
- Summative Assessments

People Assigned
- ELL Specialist
- Bilingual Paraeducator

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)
18772	Title I Part A: Basic Grants Low-Income and Neglected 10 hours of Blingual para educator

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL students

Strategy/Activity

ELL Progress Monitoring and ELD support

TASK:
- Acceleration of services to target students for intervention and reclassification as fluent in English proficiency.
- Data analysis to monitor student progress and assist with instructing and developing Common Core Instructional Framework course of study and lesson plans.
- Acceleration services to target students.
- Data analysis to monitor student progress.
- Coordination and delivery of parent training for capacity building
- Monitor and document program implementation
- Ensure alignment of resources to grant guidelines.

Measure:
- Student achievement on ELPAC
- Summative Assessments
- Parent Participation
- SSC
- ELAC
- DELAC

People Assigned:

- ELL specialist

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)
415.00	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Reclassification certificates, awards, and food

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.

Moderately Effective–NOT MET
- Hired a .5 EL Specialist February 2022
- Still waiting to hire 2nd paraeducator
- Bilingual paraeducator hired March 2022
- Intervention reading groups limited to one full time EL Specialist
- Covid regulations limited the number of groupings/mixing of students and affected the number of students that could be served.
- Designated ELD was not possible because of COVID safety protocols
- Our goals last year were met for ELL growth and reclassification and we expect to continue this growth due the role of the ELL specialist and bilingual bi-literate paraeducator in targeting acceleration for ELL, as well as parent and student ELPAC Academies.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

HUSD has identified Cherryland Elementary School to maintain the increase in the position of EL specialist from one full time staff member to 1.5 staff members.

- 0.5 bilingual paraeducator funded by SSC

- School Plan for Student Achievement (SPSA) Page 49 of 66 Cherryland Elementary School
- SSC received an increase in our LCFF funds
- SPSA increase is allocated towards direct student supports
- mitigate learning loss caused by the closure of schools to in person learning due to the Pandemic

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate/Parent Engagement

LEA/LCAP Goal

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

State Priorities:
- 6 - School Climate

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

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

Goal 4

A 21st Century School Climate

- By June 2023 all staff will implement Tier 1 PBIS with fidelity as measured by a decrease of 10% in our overall suspension rate, and a decrease in the number of African American and Latino students who are suspended.

- By June 2023 parent engagement will improve with 10% more parents participating in during and after school events and parent reporting a stronger connection to the school through parent surveys.

All of our students will feel safe and supported at school every day and will attend and engage in classes daily, as a result of our staff's ongoing work on AB/AR and continued efforts to create a supportive and welcoming environment that honors and appreciates diversity. All staff will work towards providing a healthy, safe and inclusive social emotional learning environment for all students. Parents will have ample opportunities to attend diverse workshops as well as receive services on site to promote parent participation in school events and in their child's education.

Identified Need

What data did you use to form this goal (findings from data analysis)?
- CA Dashboard Data - Suspension Data
- Office Referral Suspension/expulsion data from 2018-19
- Parent attendance sign in sheets for events in 2018-19 and 2019-2020- Parent Attendance to virtual events has been dramatically impacted by the pandemic and subsequent close of the school to in person learning and in person engagement events.

Group data to be collected to measure gains:
- District suspension and expulsion reports

- SWIS Data
- PBIS team/admin team and school staff will review behavior data monthly to identify trends
- Focus supervision on areas of high need, and time, and more efficiently allocate supervision resources and meet the needs of students
- Community Engagement Staff member will chart parent participation/engagement and conduct surveys.

Strategy:
- PBIS is an evidence-based approach for establishing a positive social culture in schools that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.
- Under the general supervision of an assigned administrator the family engagement specialist will work with the parents as well as coordinate and carry out activities designed to increase parent involvement, parent advocacy, parent education, and outreach into the community and collaboration with community agencies such as the Adult
School.
- Coordinate parent involvement and education in various school programs, subjects and other activities in order to improve the communication between home and school as well as the academic success of the students
- Ensure that equity of opportunity and access to programs are attainable to all students and families. Assist parents in becoming advocates for students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
- African American Students
- Special Ed Students
- English Language Learners
- Native American students
- Latinx
- Students not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:
Decrease in the total number of students suspended, and decrease in the percentage of total suspensions attributable to African American students and students with disabilities.

Means of evaluating progress toward this goal:
- Suspension, expulsion, detention, and referral data, including, time, location, and incident type, by individual student, by grade level, and school wide.
- Parent sign in sheets and surveys

How does this goal align to your Local Educational Agency Plan goals?
- The LEA has the same goal plan in this area.

What did the analysis of the data reveal that led you to this goal?
Our California dashboard data indicates an increase in suspensions for the 2018-19 school year. In particular the subgroup of students with disabilities were in at the red level indicated the lowest level of performance. This along with the California Healthy Kids Survey data is evidence that we had a decline in our school climate and need to dedicate more resources to support this goal.

Which stakeholders were involved in analyzing data and developing this goat?
Certificated and classified staff, and parents were involved in the formation of these goals. SSC, ELAC, AASAI, SBDM, and formal and informal surveys and data analysis during parent engagement

events supported the development of this goal.

Actions to improve achievement
- Prevention Focus
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions
- Administrative leadership - team-based implementation
- Restorative Justice Practices
- Family engagement and equity specialist
- Parent engagement and education opportunities
- Strategic ABAR training

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-19 Suspension Rate as measured by the California Dash board	2018-19 Suspension rate of 2.3% of overall students.	A 2022-2023 Suspension rate of less than 2%

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)

Students grades K-6, Latino, ELL, African American, socio economically disadvantaged, and students with disabilities

Strategy/Activity

Improving Parent Engagement

Task:
Assist parents in becoming advocates for students
- Coordinate and facilitate the distribution of information and services to parents and students with respect to parent education and parent empowerment, to improve student achievement
- Assist with the organization of health fairs, parent committees, parent training and parent education
- Assist with the organization of parent orientation and parent focus groups to assess community needs.
- Assist school personnel and administration in translating and communicating with parents.
- Assist in the compilation of a Parent Resource Book for students as well as parents
- Work with the adult school to develop and coordinate a variety of educational classes and services based on student's needs, including parent education and career technical education training

- Serve as an intermediary between home and school providing access to parents and children whose primary language is other than English.
- Assist with the organization of parent orientation and information meetings
- Assist in developing leadership skills in parents
- Work as a member of a team composed of other Family engagement and equity specialists, other school staff and community members
- Provide direct services to parents as needs arise in the form of guidance, advocacy, crisis intervention, and resource facilitation. Assist in gathering data to program evaluation, program design, and continual program improvement
- Create and implement workshops around the importance of attendance for parent groups. Assist in recruiting and integrating partners in to the school that support the needs of students and families, as well as develop and implement the Community School model. Participate in coordination of services team (COST), school site council

(SSC), English learner advisory committee (ELAC), site based decision making (SBDM) and other committees/activities related to parent engagement.

Measures:
Participation in parent engagement activities like Fall Harvest Festival, Health fair, Back to School Night, Open House, Latinx Heritage Night, AASAI events, and other school and community events. Enrollment and participation in parent education classes like general education degree (GED), community based English tutoring (CBET), citizenship, and computer classes Maintenance and creation of programs and partnerships with community organizations. Informing COST, SSC, SBDM, ELAC, SART, schedule of events, number of parent group planned workshops and events Creation and analysis of qualitative and quantitative data collection instruments and results. Development of materials to promote and improve perception of school. Improved attendance, wellness, and school climate measures.

People Assigned:
Family Engagement and Equity Specialist

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)
51,253	Title I Part A: Basic Grants Low-Income and Neglected
	Family Engagement Specialist

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups.

Strategy/Activity

Parent Allocation

Task:
Improve parent engagement, provide child care for parent meetings, SSC, AASAI, ELAC, Parent Education provide funding for other parent engagement events like Back to School Night, Family Math Night, Family Literacy Night,

Measures:
Parent Participation at SSC, ELAC, SBDM, Back to School Night and Open House, Parent University and other parent engagement events in the areas of child care

People Assigned:
Family Engagement Specialist

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Title I Part A: Parent Involvement Child Care for Parent Engagement Activities

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Parent Education

Task: Working with the Family Engagement Specialist Various organizations including EBAC provide parent Education and Engagement Activities in the parent center on a regular basis. Specifically offering adult education and tutoring for parent to pas the GED and make progress toward English Language Acquisition. Money allocated will be used for materials and supplies as well if needed hourly wages for tutor(s).

Measure: Parent engagement sign in sheets, EL Reclassification rates, CAASPP and ELPAC achievement data

People Assigned:

- Family Engagement Specialist
- EBAC staff
- Parent Volunteers and tutors.

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)
2625.00	LCFF Supplemental and Concentration Funds Parent Engagement and Education
2000.00	LCFF Supplemental and Concentration Funds Parent Center Technology

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Arts Enrichment

Task:
Provide Arts Enrichment including but not limited to Drama Club ($3,000), and after school arts enrichment including step team and AASAP/Black Family Expo ($3,112).

Measures:
- Attendance in Drama Club and YEP
- Attendance at community events ADA
- Suspension
- SWIS Data

People Assigned:
- Administration
- Teachers
- all other school staff
- after school arts enrichment providers

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)
6,112.00	LCFF Supplemental and Concentration Funds Arts Enrichment Activities

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Classes in grades 4-6

Strategy/Activity

Student Council Under the support of certificated staff the school will develop a student council in order to increase student voice and input into decision making bodies such as SBDM. SSC, and ELAC. This budget will provide for hourly teacher hourly rate for before, after, or during (prep) school meetings as well as supplies/materials needed for program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF Supplemental and Concentration Funds Student Council

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

ABAR Training for students - Improvement of School Climate design and implement a culturally relevant support program rooted in the practices of restorative justice. This support program will help address student usage of the N-word on campus and more.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

| 10,000 | Title I Part A: Basic Grants Low-Income and Neglected |
| | School Climate |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Professional Development for teachers on Equity Team to create school wide social justice events and Equity lessons for grades TK - 6

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

Amount(s)	Source(s)
5,000	Title I Part A: Basic Grants Low-Income and Neglected
	Lynn Bravewomon guidance for Equity Team and Social Justice

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups

Strategy/Activity

Purchase of Science related materials and supplies related to ELA common core standards

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SSC is receiving an Increase with LCFF funds in the budget for this goal for the 2020-2021 school year. Under the support of certificated staff the school will continue to support a student council in order to increase student voice and input into decision making bodies such as SBDM, SSC, and ELAC. This budget will provide for hourly teacher hourly rate for before, after, or during (prep) school meetings as well as supplies/materials needed for program. We also have an increase in the funds allocated for parent engagement and education in this SPSA. These changes are reflected in goal related to parent engagement and school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance

LEA/LCAP Goal

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

State Priorities:
- 8 - Other Pupil Outcomes

LCAP Goal:
- Increase average daily attendance by 1%

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

Goal 5

Ensuring Attention to Daily Attendance

By June of 2023 ADA will be at a minimum of 96% as measured by yearlong ADA report from our student information system (Depending on status of COVID 19 Pandemic)

Identified Need

What data did you use to form this goal (findings from data analysis)?
- California Dash board data on Chronic absenteeism
- District and Site Average Daily Attendance Data. For 2018-19 Cherryland had a yearlong ADA of slightly more than 95%, indicating that daily attendance stayed at the same rate as the prior year dose to the target attendance rate for the district
- Due to the Pandemic and subsequent closure of the school to in person learning we have had a significant drop in ADA for the both the 2019-20 and 2020-21 school years.

Group data to be collected to measure gains:
- Daily Attendance
- SART
- SARB
- Weekly attendance reviews at admin team
- Monthly perfect attendance award
- Trimester perfect attendance celebrations
- Daily absence calls
- truancy letters
- monthly newsletters
- marquee.

Strategy:

- Attention to Attendance, Every Student Every Day
- Insuring accurate timely daily attendance collection
- consistent use of SART and SARB process
- Weekly attendance reviews at admin team, monthly attendance reviews with whole staff
- Trimester perfect attendance awards Weekly best attendance by class celebrations Daily absence calls
- Truancy letters
- Monthly newsletters
- Marquee
- Saturday Attendance academies.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:
ADA to grow by a minimum of 2% so that our year long ADA is 97% and decrease chronic absenteeism by 2%.

Means of evaluating progress toward this goal:
Average Daily Attendance, California Dashboard

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The 95.1% in 2019 ADA rate did not meet the district wide goal of 96%

Which stakeholders were involved in analyzing data and developing this goal?
Certificated and classified staff, and parents were involved in the formation of these goals. SSC, ELAC, AASAI SBDM, PTA, the Admin team, and informal surveys and data analysis during parent engagement nights, As well as Parents at the Coffee with the Principal supported the development of this goal.

Actions to improve achievement to exit program improvement (if applicable).
- Parent engagement activities and education around attendance,
- Outreach to families of Chronically absent students
- SART meeting
- SARB meetings
- Saturday attendance academies
- Perfect attendance, improved attendance, and weekly class attendance awards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily Attendance	95.08%	96%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students TK-6

Strategy/Activity

Community Schools

Task:
Acceleration services to target students. Data analysis to monitor student progress, improve instruction and align to Common Core Framework, coordination and delivery of parent training for capacity building. Monitor and document program implementation. Ensure alignment of resources to RTI guidelines RTI & COST coordination and integration of community partnerships that support students and families in all the areas and meetings listed not limited to and including: SST, LRT, 504, IEP, home visits in order to support development and implementation of a community schools model and improve attendance

Create and implement workshops around the importance of attendance for parent groups Assist in recruiting and integrating partners in to the school that support the needs of students and families and develop and implement the Community School model. Participate in COST, SSC, ELAC, SBDM SART SARB and other committees and activities related to improving attendance

Measures:
Improved average daily attendance (ADA) and reduced chronic absence, truancy, SARTS and SARBS.

People Assigned:
- Administration
- Family Engagement and Equity Specialist.

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)

Chronically truant students and student at risk of chronic absences

Strategy/Activity

Attendance improvement

Task: Outreach to families of chronically truant students , participation and funding for Saturday attendance academies , supplemental supplies rewards and incentives for students who improve attendance

Measures:
School wide ADA and California Dashboard data related to chronic absenteeism.

People Assigned:
- Principal
- Assistant Principal
- Family engagement and equity specialist
- Other classified and certificated staff

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no significant changes to this goal or the actions/activities associated with this goal. With an Increase in funding of LCFF we have allocated more funds to direct academic supports of students (Goals 1,2 ,3) which could have a direct impact on increasing student attendance.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$238,753.00

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 Part A: Basic Grants Low-Income and Neglected	$158,989.00
Title I Part A: Parent Involvement	$2,000.00

Subtotal of additional federal funds included for this school: $160,989.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental and Concentration Funds	$77,764.00

Subtotal of state or local funds included for this school: $77,764.00

Total of federal, state, and/or local funds for this school: $238,753.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	80,652	2,888.00
Title I Part A: Basic Grants Low-Income and Neglected	123,589	-35,400.00
Title I Part A: Parent Involvement	2,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	77,764.00
Title I Part A: Basic Grants Low-Income and Neglected	158,989.00
Title I Part A: Parent Involvement	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,112.00
4000-4999: Books And Supplies	5,215.00
5000-5999: Services And Other Operating Expenditures	5,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	69,652.00
	LCFF Supplemental and Concentration Funds	8,112.00
	Title I Part A: Basic Grants Low-Income and Neglected	148,574.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	5,215.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	5,200.00

| | Title I Part A: Parent Involvement | 2,000.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,401.00
Goal 2	40,175.00
Goal 3	19,187.00
Goal 4	79,990.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Frank Dardon	Principal
Carlos Armenta	Classroom Teacher
Dr. JoDana Campbell	Classroom Teacher
Geraldine Gomez	Other School Staff
Maricela Ramirez	Parent or Community Member
Angelica Canchola	Parent or Community Member
Maria Gonzalez	Parent or Community Member
Esperanza Campos	Parent or Community Member
Chris Daniels	Classroom Teacher
Nichelle Lemons	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Site Based Decision Making Team SBDM

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 4/27/21.

Attested:

	Principal, Frank Dardon on 4/27/2022
	SSC Chairperson, Geraldine Gomez on 4/27/2022