

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harder Elementary	01611926000996	March 22, 2023	August 23, 2023

Mission and Vision Statements

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

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

Purpose and Description

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

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

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

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

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

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

The school plan must:

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

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

ATSI:

There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
- All indicators at the lowest status level but one indicator at another status level”

Our site is one of the sites that was identified as ATSI.

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

To ensure alignment with HUSD's LCAP and Strategic Plan, Harder will focus on the following strategic goals and actions:

- * Continued professional learning and collaboration opportunities for teachers in various areas such as writing and small group reading instruction
- * Create a process and schedule for cycles of improvement
- * Use various forms of data to analyze and drive our instruction
- * Exploration of social emotional strategies and practices to create a caring space where all learners feel safe and have the opportunity to feel part of the Harder community
- * Continued development of practices to engage parents in school activities and workshops

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Educational Partner Involvement

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

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Harder Elementary struggles in meeting the social-emotional needs of all students. The return to in-person school, after the pandemic, has shown an increase on students' social-emotional needs. The school's limited counseling resources are stretched out to support individual behavioral and emotional needs at the site. Students are referred to outside agencies through our CARE solace partnership but unfortunately many parents cannot take advantage of those resources for various reasons such as lack of transportation at home or work hours. Onsite counseling is the best form of support to our families and so we continue to creatively schedule ways to support students with the given counseling resources.

After analysis of the data, another area of inequity is students' access to instruction due to excessive absences. Due to personnel shortage, Harder was without an Attendance Clerk for a few months during the 22 -23 school year. This was a challenge in connecting with families of students that had excessive absences. When students miss days, they receive insufficient instruction to make the necessary academic growth for the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.19%	0.3%	1	1	2
African American	4.0%	1.93%	5.04%	18	10	34
Asian	9.2%	7.35%	6.67%	42	38	45
Filipino	3.7%	4.06%	2.22%	17	21	15
Hispanic/Latino	75.6%	76.79%	74.37%	344	397	502
Pacific Islander	2.0%	4.06%	5.19%	9	21	35
White	1.3%	1.55%	1.33%	6	8	9
Multiple/No Response	4.0%	4.06%	4.3%	18	21	29
	Total Enrollment			455	517	675

Conclusions based on this data:

In the last three years, our overall enrollment increased. With the closure of 2 elementary school sites in spring 2022, Harder experienced an increase of over 100 students to the Harder campus.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	237	265	285	52.10%	51.3%	42.2%
Fluent English Proficient (FEP)	67	77	128	14.70%	14.9%	19.0%
Reclassified Fluent English Proficient (RFEP)	6			2.5%		

Conclusions based on this data:

In the past three years, we experienced a decrease of percentage of Emergent Bilinguals (or English Learner) in comparison to the overall student population. However, we have seen an increase of Fluent English Proficient (FEP) students from 14.7% to 19.0%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	62		0	56		0	56		0.0	90.3	
Grade 4	75	95		0	89		0	89		0.0	93.7	
Grade 5	73	92		0	86		0	86		0.0	93.5	
Grade 6	66	92		0	89		0	89		0.0	96.7	
All Grades	293	341		0	320		0	320		0.0	93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2343.			3.57			16.07			19.64			60.71	
Grade 4		2390.			4.49			17.98			20.22			57.30	
Grade 5		2424.			2.33			16.28			24.42			56.98	
Grade 6		2487.			8.99			21.35			37.08			32.58	
All Grades	N/A	N/A	N/A		5.00			18.13			25.94			50.94	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			46.43			50.00	
Grade 4		4.49			49.44			46.07	
Grade 5		2.33			63.95			33.72	
Grade 6		10.23			53.41			36.36	
All Grades		5.33			53.92			40.75	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			33.93			58.93	
Grade 4		6.74			47.19			46.07	
Grade 5		3.49			40.70			55.81	
Grade 6		11.36			48.86			39.77	
All Grades		7.21			43.57			49.22	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.93			66.07			25.00	
Grade 4		3.37			71.91			24.72	
Grade 5		4.65			65.12			30.23	
Grade 6		7.95			68.18			23.86	
All Grades		5.96			68.03			26.02	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			42.86			50.00	
Grade 4		3.37			65.17			31.46	
Grade 5		4.65			59.30			36.05	
Grade 6		6.74			74.16			19.10	
All Grades		5.31			62.19			32.50	

Conclusions based on this data:

Writing and Reading have the highest percentage of students scoring at a below standards range: 40.75% & 49.2%, respectively. Listening is the section with the lowest percentage of below standard at 26.02%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	62		0	57		0	57		0.0	91.9	
Grade 4	75	95		0	92		0	92		0.0	96.8	
Grade 5	73	92		0	90		0	90		0.0	97.8	
Grade 6	66	92		0	89		0	89		0.0	96.7	
All Grades	293	341		0	328		0	328		0.0	96.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2343.			5.26			10.53			14.04			70.18	
Grade 4		2394.			6.52			7.61			23.91			61.96	
Grade 5		2431.			2.22			11.11			31.11			55.56	
Grade 6		2448.			4.49			8.99			25.84			60.67	
All Grades	N/A	N/A	N/A		4.57			9.45			24.70			61.28	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.77			29.82			61.40	
Grade 4		6.52			31.52			61.96	
Grade 5		2.22			40.00			57.78	
Grade 6		3.37			37.08			59.55	
All Grades		4.88			35.06			60.06	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.77			26.32			64.91	
Grade 4		3.26			43.48			53.26	
Grade 5		3.33			47.78			48.89	
Grade 6		4.49			34.83			60.67	
All Grades		4.57			39.33			56.10	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.51			54.39			42.11	
Grade 4		7.61			40.22			52.17	
Grade 5		4.44			55.56			40.00	
Grade 6		3.37			57.30			39.33	
All Grades		4.88			51.52			43.60	

Conclusions based on this data:

Most student groups and grade levels have above 50% of student population performing at below standards.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
517	72.1	51.3	0.2
Total Number of Students enrolled in Harder Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	265	51.3
Foster Youth	1	0.2
Homeless	13	2.5
Socioeconomically Disadvantaged	373	72.1
Students with Disabilities	67	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.9
American Indian	1	0.2
Asian	38	7.4
Filipino	21	4.1
Hispanic	397	76.8
Two or More Races	21	4.1
Pacific Islander	21	4.1
White	8	1.5

Conclusions based on this data:

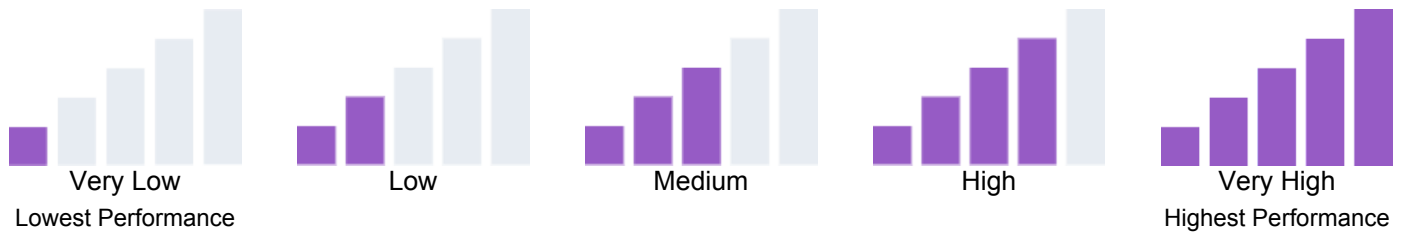
Socioeconomically disadvantaged and emergent bilingual students (English Learners) comprised our two largest student population group with the Latinx student group being the top group by ethnicity. Other groups have significantly smaller enrollment population. These include Pacific Islander, Asian, and African American students. This data highlights the rich and diverse demographic composition of Harder Elementary.

School and Student Performance Data

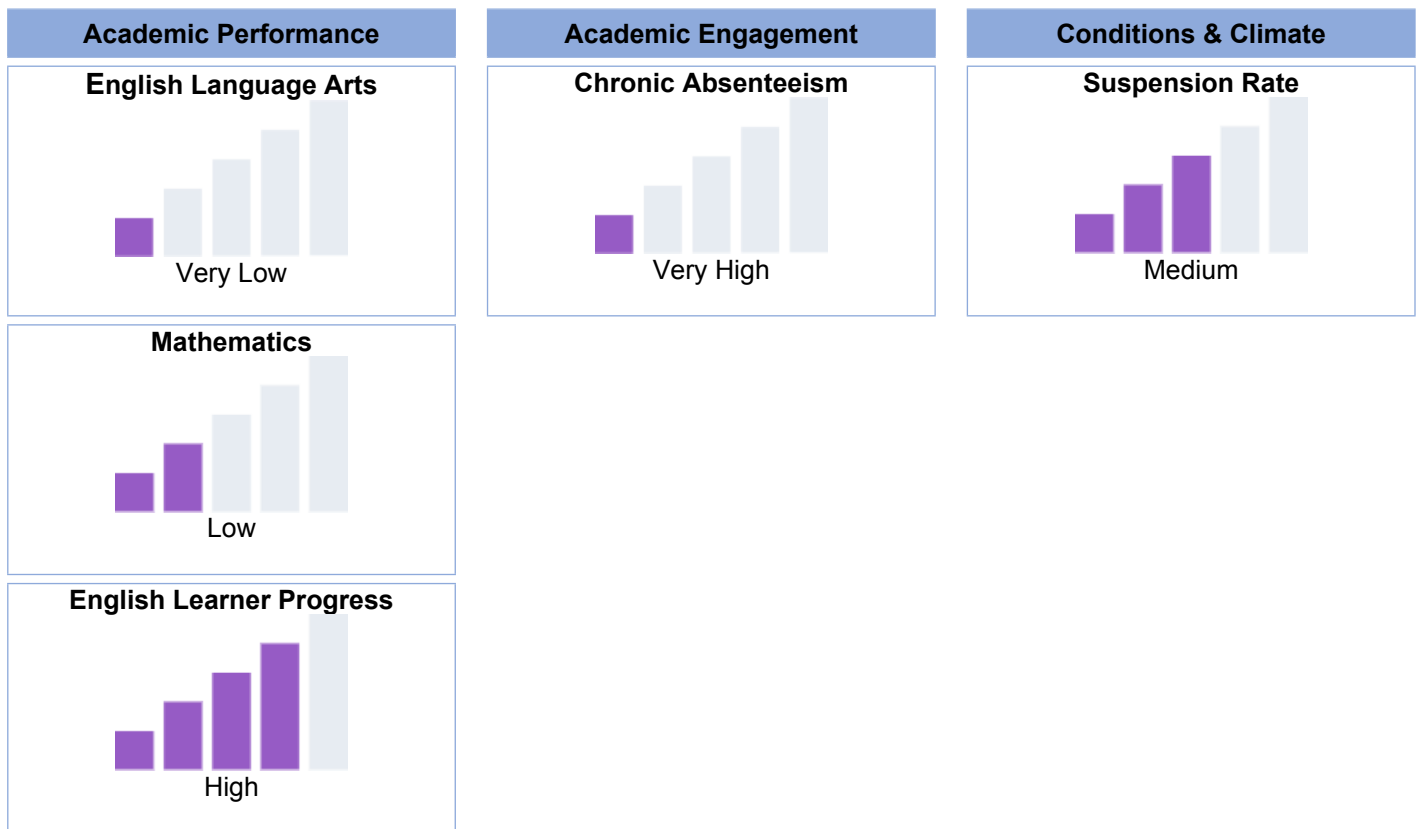
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

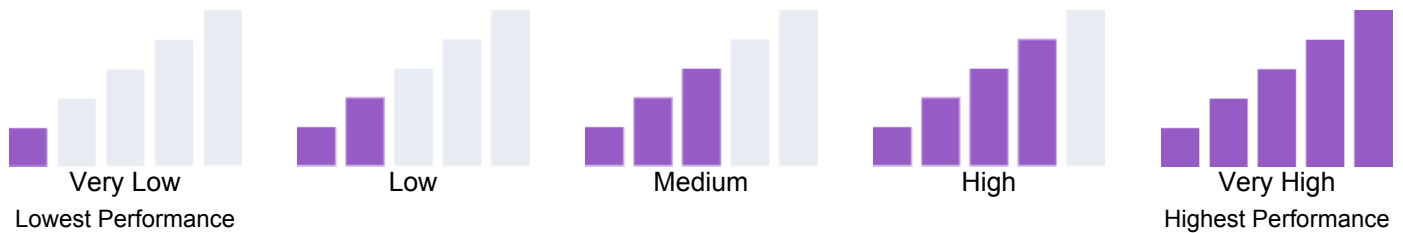
English Language Arts and Mathematics have lowest performance of the third through sixth grade student grade span for the 22-23 school year. In contrast, the Emergent Bilinguals' progress (English Learners) progress is high in comparison to the overall performance of all students.

School and Student Performance Data

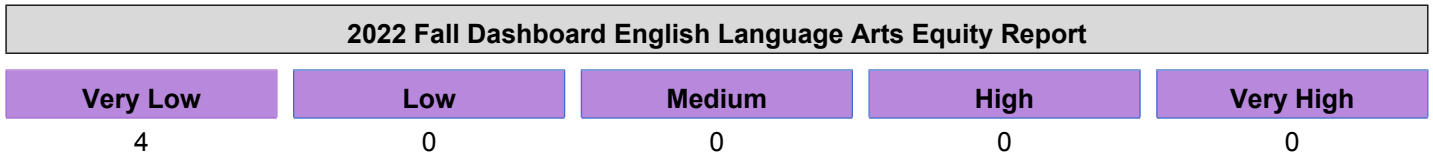
Academic Performance English Language Arts

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

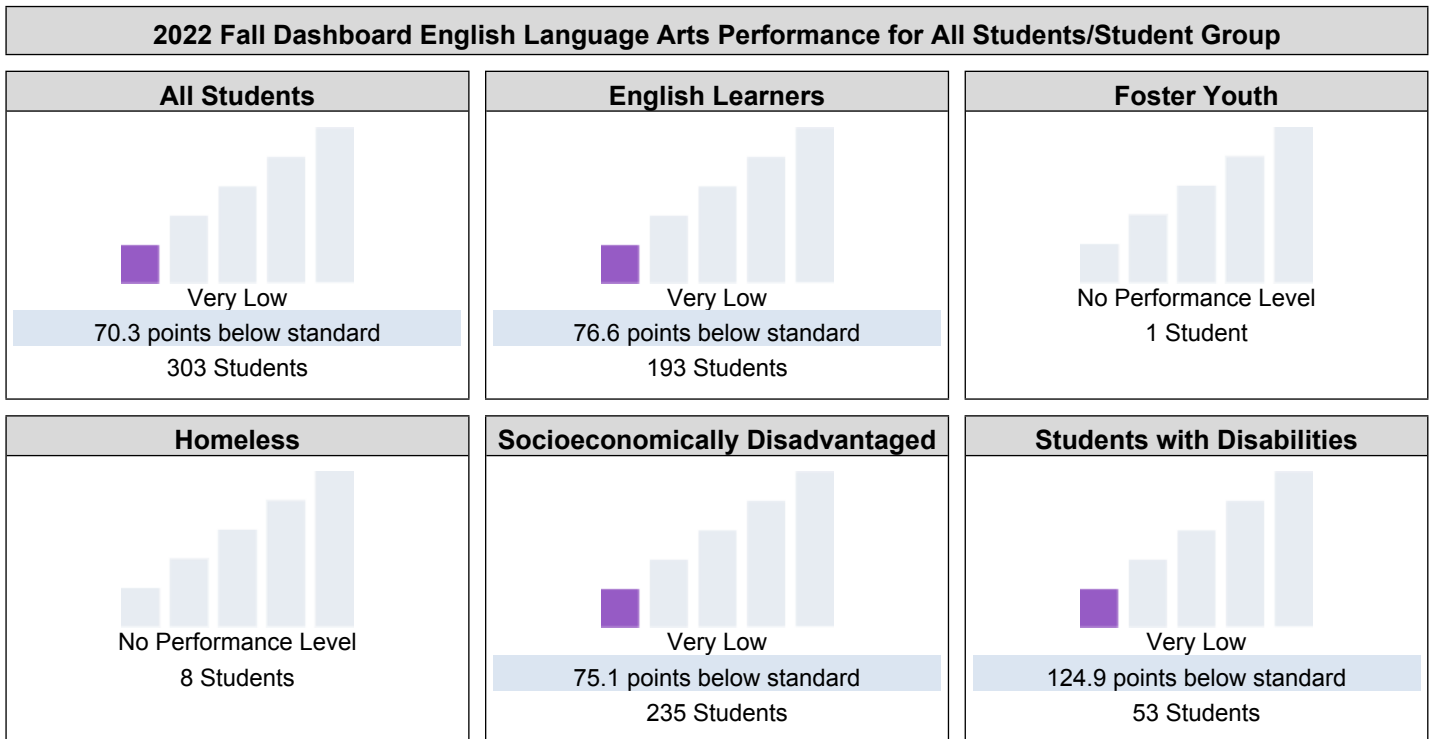
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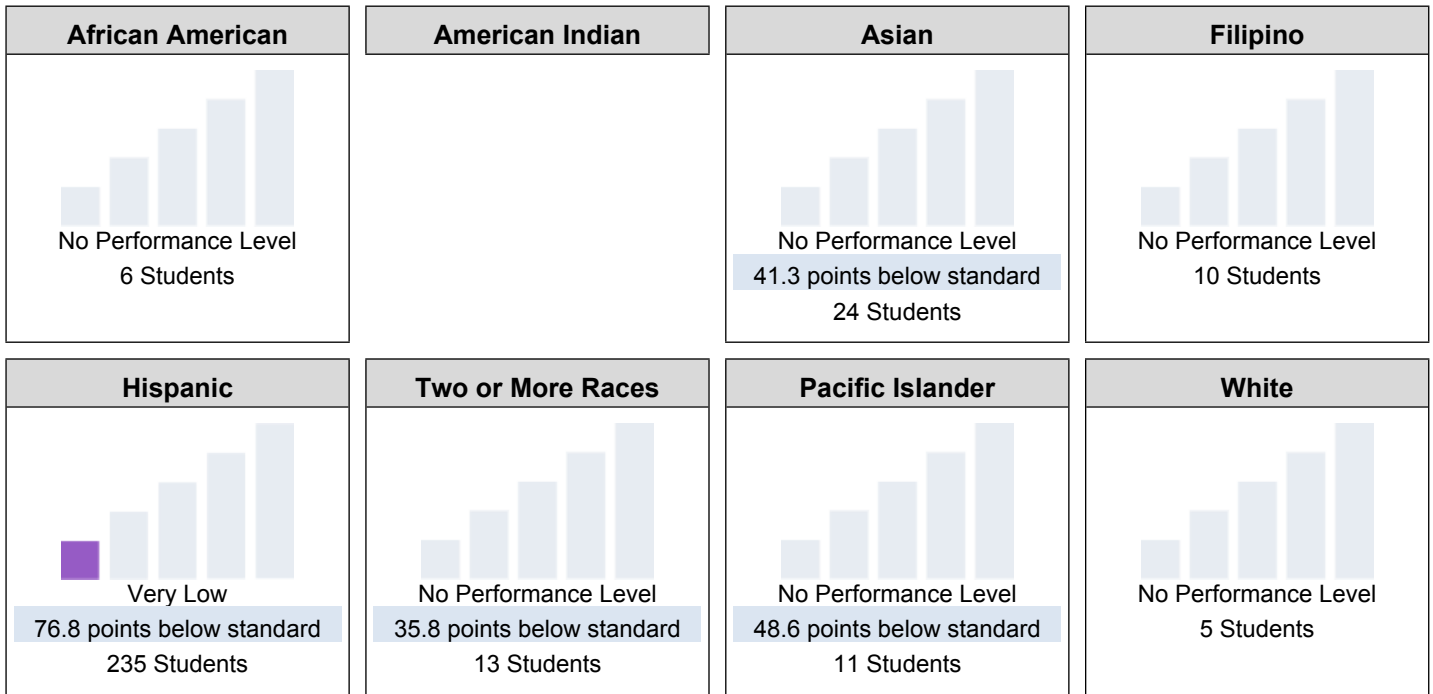
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.8 points below standard 139 Students	9.2 points below standard 54 Students	70.4 points below standard 97 Students

Conclusions based on this data:

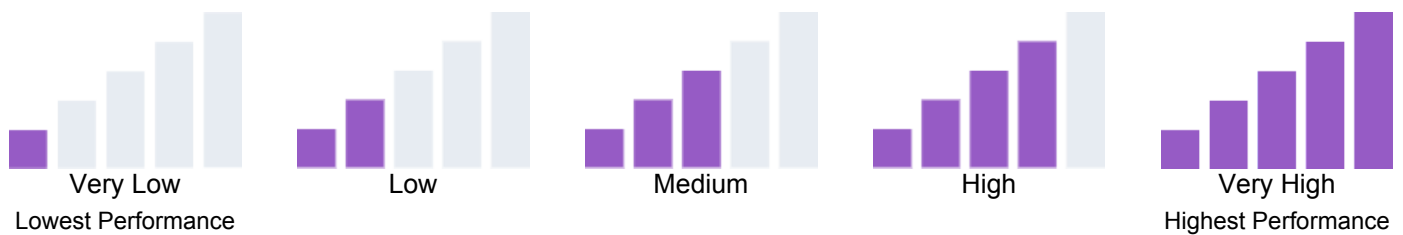
All student groups are performing at the "very low" performance bands. However, students with disabilities have the highest points below standards (i.e. 124.9 points below standard) although they only comprise of 53 students.

School and Student Performance Data

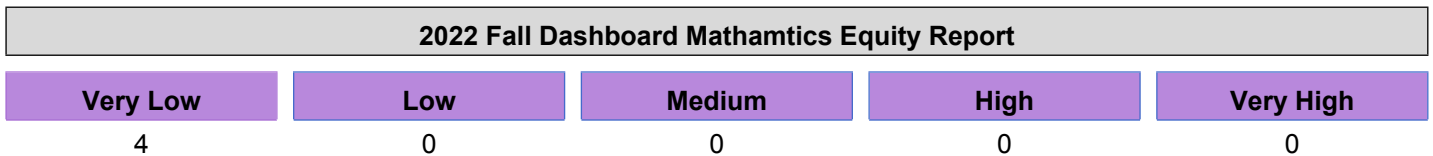
Academic Performance Mathematics

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

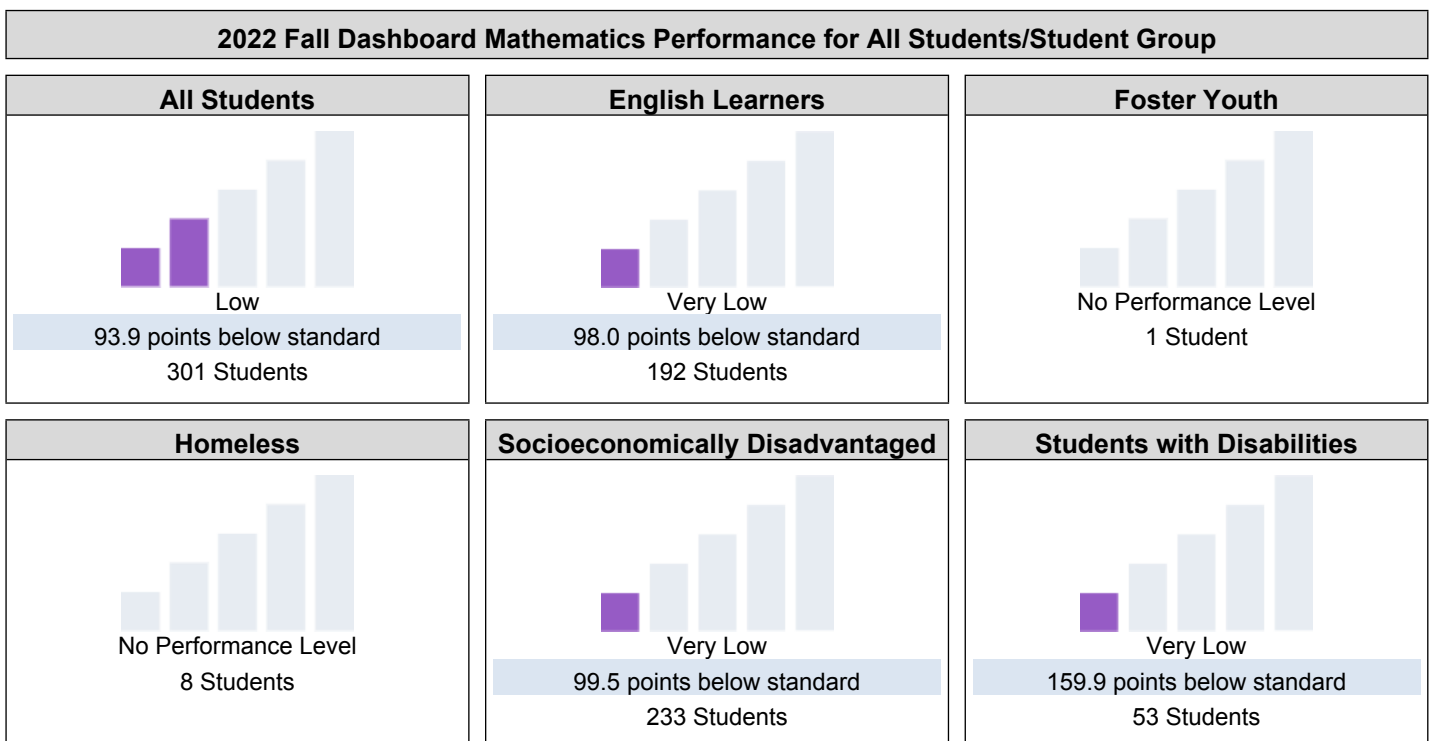
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



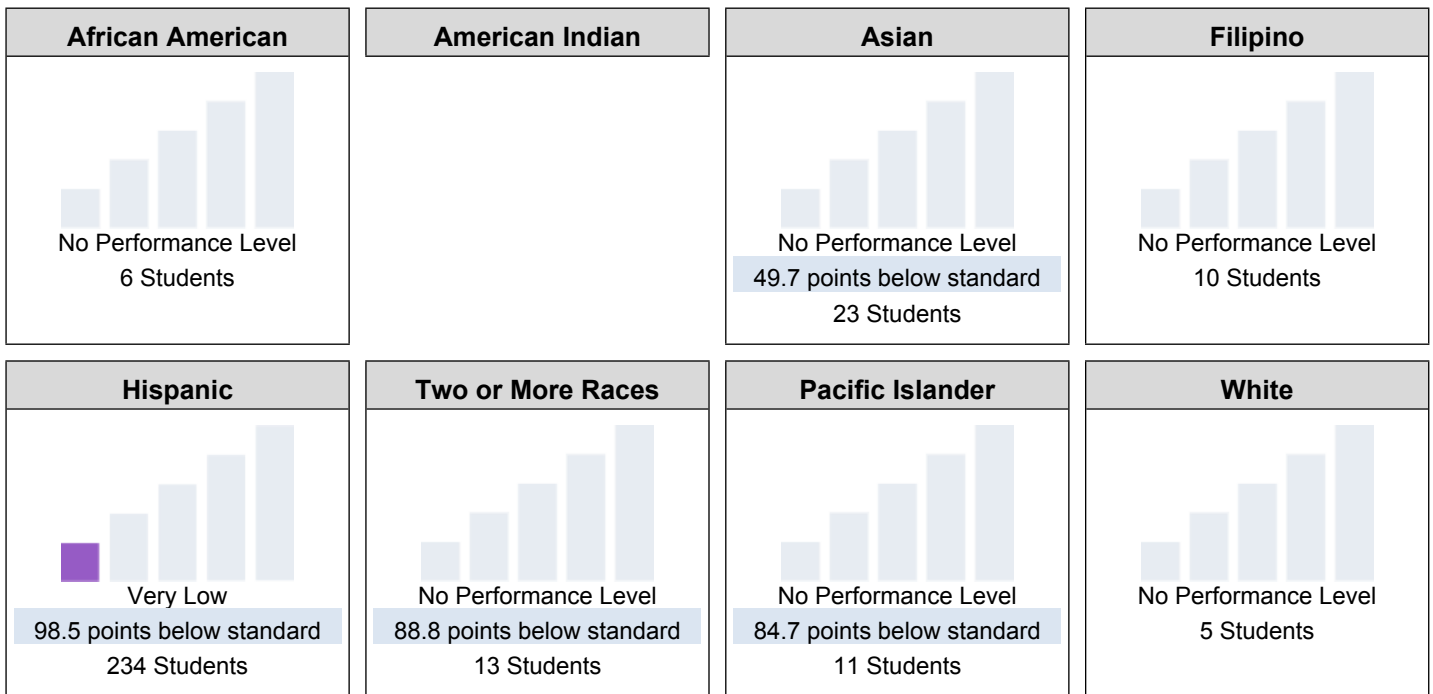
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">114.5 points below standard</p> <p>138 Students</p>	<p style="background-color: #e6f2ff;">56.0 points below standard</p> <p>54 Students</p>	<p style="background-color: #e6f2ff;">94.9 points below standard</p> <p>96 Students</p>

Conclusions based on this data:

All major groups are performing at the "very low" standard. Although the special education group has the lowest student population (i.e. 53 students), the "below standard" percentage rate is much higher (i.e. 159.9 points below standard). Although, no performance levels are provided for groups such as homeless and/or African American, school staff will also need to disaggregate and review these student groups to determine their differentiated learning needs.

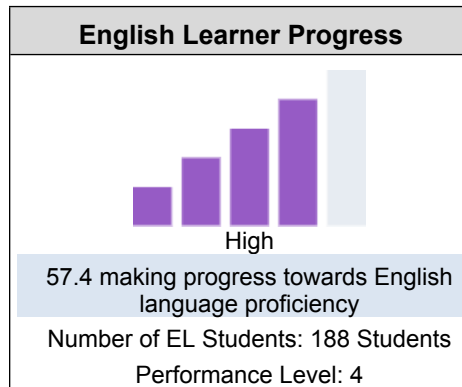
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.4%	36.2%	0.0%	57.4%

Conclusions based on this data:

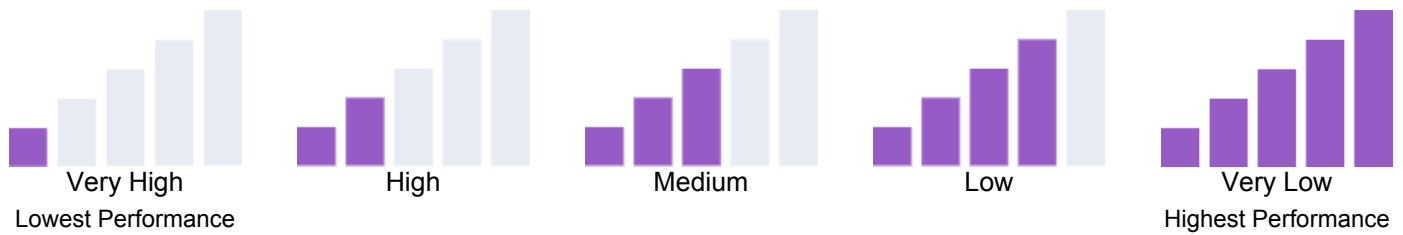
57.4% of Emergent Bilinguals (English Learners) made at least one level growth and 0% maintained at level 4. Because of this 0% growth rate, one can conclude that there was a regression of student levels.

School and Student Performance Data

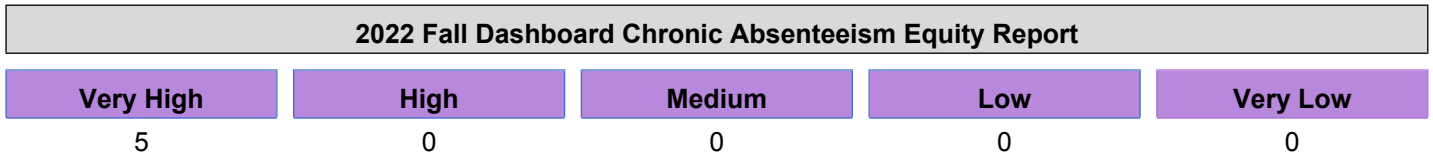
Academic Engagement Chronic Absenteeism

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

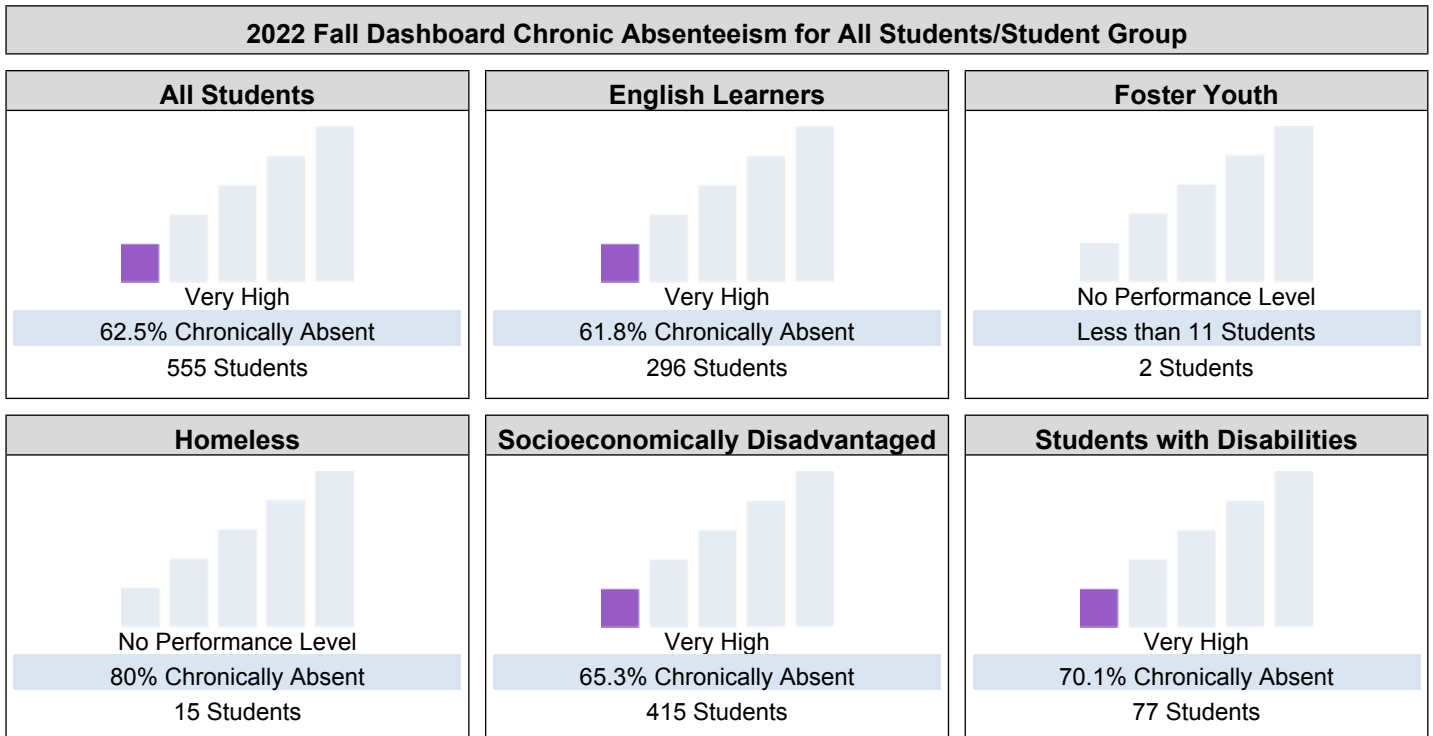
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



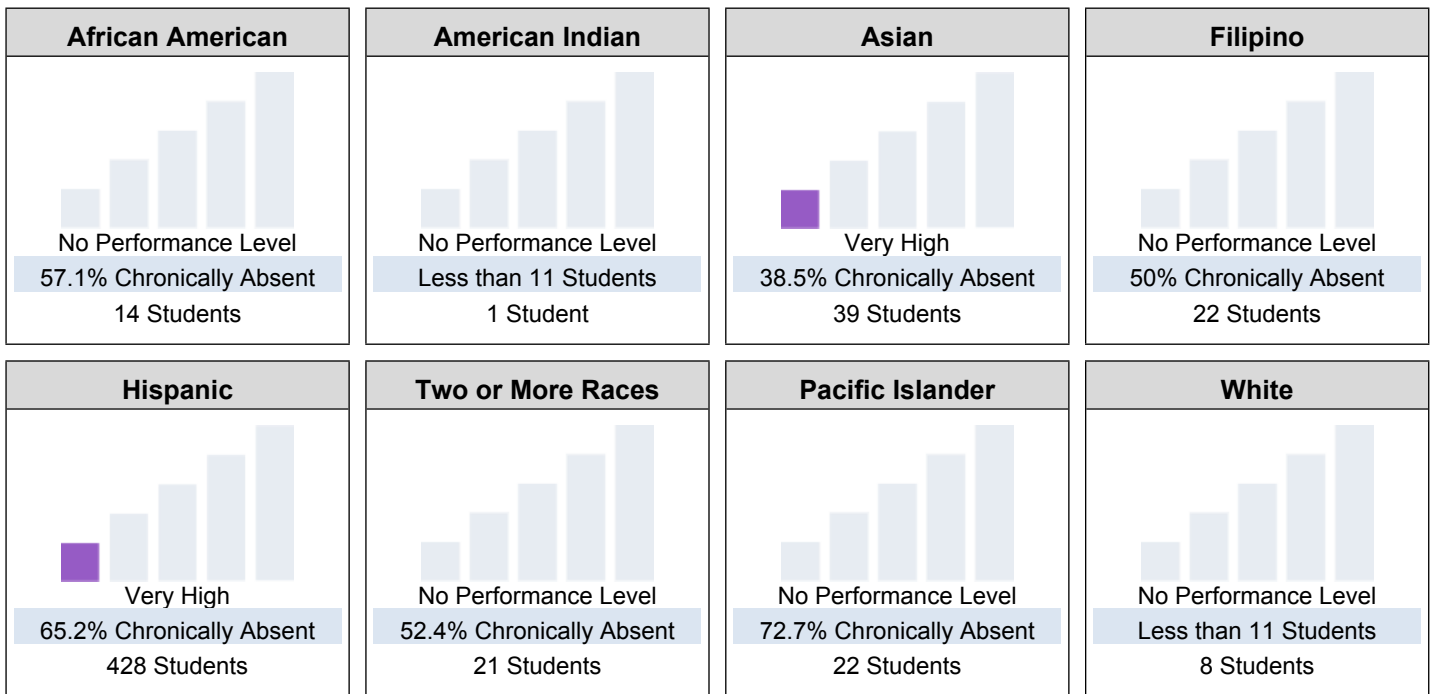
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

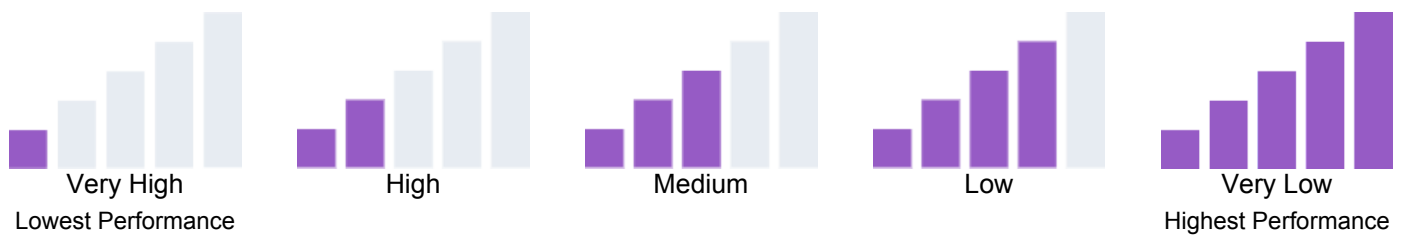
All subgroups demonstrated chronic absenteeism. In particular, homeless students had the highest percentage rate of chronically absent students at 80%. Groups with smaller cohort number of students had a rate of 50% at or over of chronic absenteeism. This included our African American, Filipino, and Pacific Islander student groups.

School and Student Performance Data

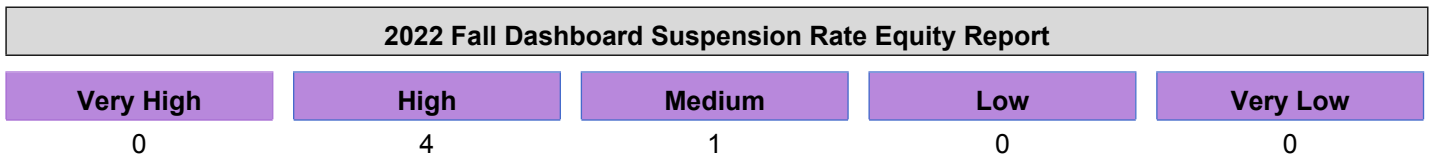
Conditions & Climate Suspension Rate

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

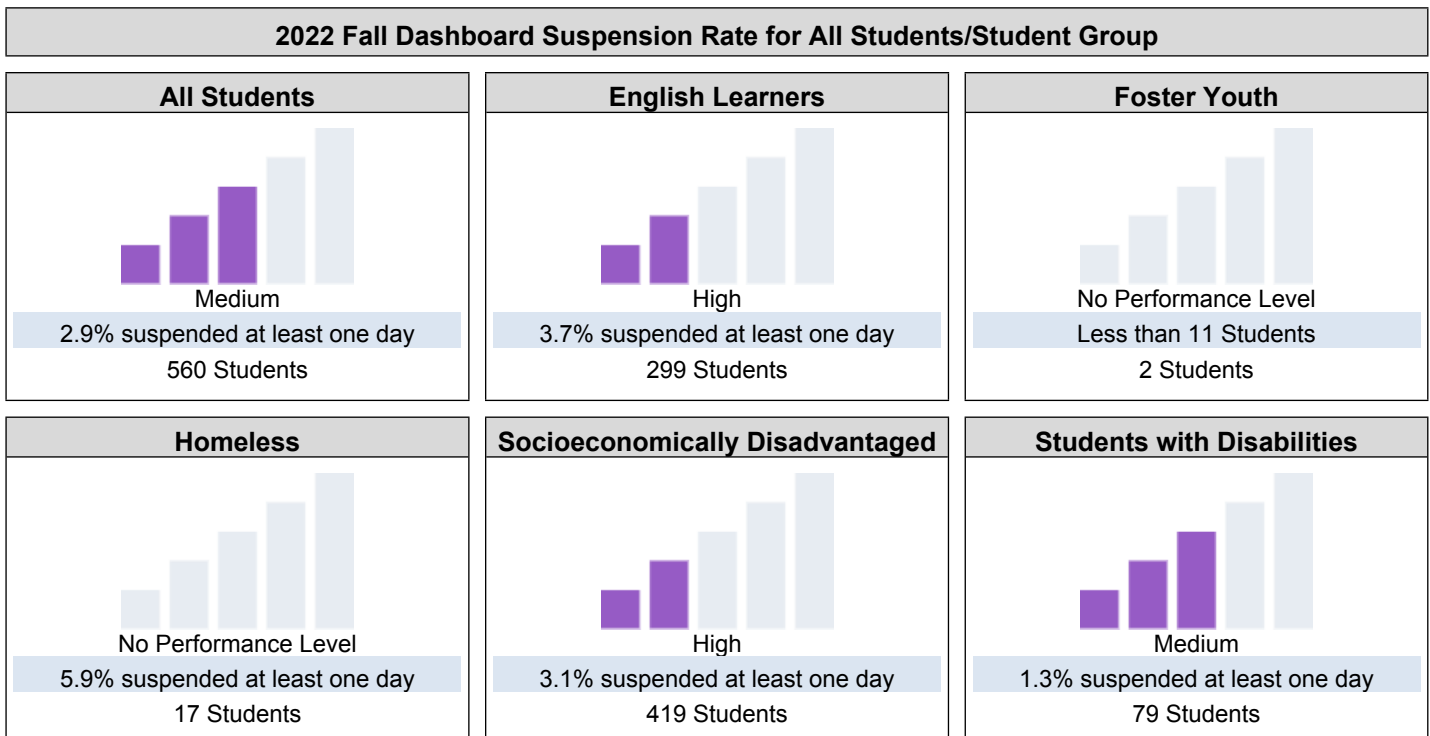
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



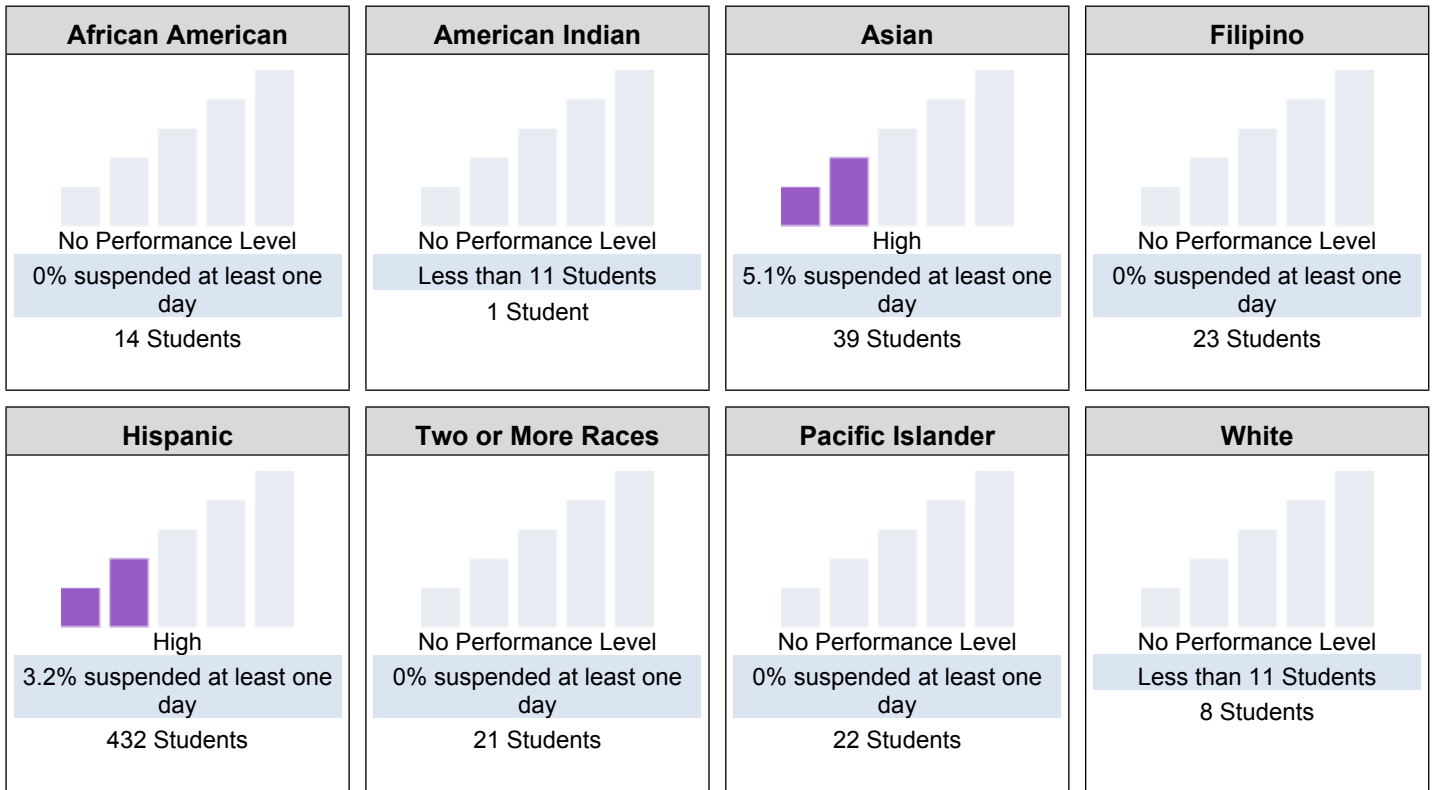
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Although the homeless group was comprised of 17 students, their suspension rate was the highest at 5.9% of this student group suspended at least once. The groups with highest suspension rate were Asian students at 5.1%, and Hispanic students at 3.2%. Both English learners and Socioeconomically Disadvantage groups had high rates of suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

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

Goal 1

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

Reading: Harder will strive to grow 10% in the amount of students who are on track to meeting expectations according to district and local reading assessments in both English and Spanish.

Writing: Harder teachers will administer a writing task for informational, narrative and opinion writing. We will do a pre/post assessment at the beginning and end of each writing unit.

Identified Need

With the new reading assessments, the staff is becoming familiar with the administration of reading assessments. We need to put in place our assessment plan developed in 22-23 and monitor closely the reading growth. At the same time, we need to develop data analysis as part of our culture and day to day practice. This year we will focus on learning about readers and their needs in order to be responsive, intentional, and critical in our pedagogy. We will identify the needs in reading instruction in both Spanish and English.

After the pandemic the staff, recognized the need to focus on writing instruction. With the use of informal writing assessment and the 2022-23 Smarter Balanced Assessments, the staff identified the writing challenges for students.

Professional Learning

Writing: During 22-23 with support of consultant the staff, engaged in exploring writing pedagogies. This coming year, the staff will intentionally and critically implement units of writing with writing strategies to support all learners.

Reading: We will focus on providing small group instruction in order to provide more intensive reading instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use of Fastbridge Reading and local Reading Assessments to measure student improvement.	Fall 2022 On_Track 6% Spring 2023 On_Track 9%	By the end of 2023-2024 school year, the student percentage of On-Track expectations will increase by 5% from the baseline.
Use of On-demand writing assessments for each writing unit (e.g. narrative, informative, opinion)	Baseline data will be compiled at the beginning of each writing unit.	By the end of the school year, teachers will create writing baseline expectations for the continued writing professional development and student growth for future years.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

#1 Continuation of Professional learning and collaboration of staff in the pedagogy of writing
#2 Develop a model and structure to support ongoing data analysis and professional learning for reading

Strategy # 1: Writing

Tasks:

- * Teachers analyze writing samples and collaborate on instructional improvement, with a focus on equity for all students.
- * Professional development: writing during the summer and coaching throughout the year by consultant

Resources

- * supplemental materials for writing
- * Teacher release time
- *consultant - Professional Learning & coaching

Strategy # 2: Small group reading instruction

Tasks:

- * Cycle of Inquiry - use of Fastbridge and other local assessments to begin cycle
- *Paraeducator provide intense reading intervention Tier III after the first 30 days and in a 6 week cycles.
- *After school reading small group instruction for Tier III students

Resources:

- * classroom book libraries and supplemental fictional/nonfiction student materials
- * supplemental reading resources for teachers and students such as online reading applications
- *Teacher release time

- * Paraeducators
- *Teacher extra hours reading small group instruction/intervention
- * After school tutoring for students

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)
39,000	LCFF 1000-1999: Certificated Personnel Salaries
4,000	LCFF 1000-1999: Certificated Personnel Salaries Reading Small Group Instruction/Intervention
35,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures
25,000	LCFF supplemental reading resources
46,000	Title I classroom libraries and library supplemental fictional/nonfictional books
5,000	Title I 5000-5999: Services And Other Operating Expenditures after school tutoring
2408	LCFF 1000-1999: Certificated Personnel Salaries extra hours: planning, collaboration, professional learning

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff provided after school small group instruction for reading. Staff attended 3 days of summer writing professional learning. Teachers engaged in 3 minimum days with coaching and planning of writing units. Due to changes in minimum day schedules from the district, the staff was unable to engage in more minimum days writing coaching/planning days. Some grade levels engaged in data analysis and planning of reading instruction.

Through conversations with several parent groups, they identified a need for after school tutoring for students. Harder will work with a community partner to explore the establishment of an after school tutoring program.

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

Continue to provide classroom book libraries to ensure student access to variety of fiction/nonfiction and culturally relevant books.

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

Harder will add the data analysis for the writing implementation of units. SSC team requested data analysis of supplemental reading resources such as MyOn earlier in the year such as October and February.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

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

Goal 2

Deeper Learning -- Mathematics: Identify students' needs and professional learning goals that will address students' needs.

Identified Need

Based on the analysis of the CAASPP assessment, the percentage of students not meeting standards is above 60%
The staff has not engaged in professional learning in mathematics in the last 3 years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Creation and use of staff surveys to determine professional learning needs.	Baseline data to be collected by the end of the school year.	Utilize data to determine future professional development needs and opportunities.
Re-establishing local and district assessments	Once local & district assessment are agreed upon. The baseline data will be collected.	By the end of the school year, the math team will create learning 1 -2 grade level goals for students based on determined local/district assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Harder will collect and analyze data in order to determine common pedagogical practices that support students and professional learning that supports instruction. Determine a set of pedagogical practices that support students in concepts and procedures based on students' needs.

Cycle of inquiry:

Step 1: Assessments

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

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

Step 2: Resources

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

The task force will identify teacher capacity for future professional development

Step 3: Planning

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

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

Possible data to be collected and analyzed to determine areas of professional learning and student focus:

Teacher needs assessment surveys.

HUSD benchmark and local assessments (k-2)

CAASPP math results (3-6)

online software math assessments (Dreambox)

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)
11,000	LCFF
1,000	LCFF 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the lack of staff volunteers to coordinate the task force, this goal was not implemented. The Dreambox application was used in classrooms with a varying level of implementation.

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

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

SSC team would like to analyze data use of application early in the school year to provide guidance and communication of application to families and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

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

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 3 point growth of students progressing at least one ELPI level (21-22 57.4%)

Identified Need

57.4% Emergent Bilinguals*** progressed at least one ELPI level. However, 36.2% maintained level 1, 2, or 3 and 0% maintained at level 4.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC test	Determine Long Term students and their levels.	Identify Long Term English Learners by October 2023 to provide small group reading support and EL academy.
Local Reading Assessments	Baseline data to be collected in the fall for all Long Term EL students.	By the end of the 2023-2024, Long Term EL students to increase their reading level by 1 year's growth.

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)

Long term English Learners

Strategy/Activity

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

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

TASK

Step 1: Data Analysis

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

Step 2: Resources

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

Step 3: Cycle of Inquiry

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

Step 4: Assessments

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

Step 5: Professional Development

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

Resources:

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

TASK:

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

Resources:

Professional supplemental resources
Teacher extra hours for continued professional learning
Supplemental materials for after school emergent bilingual instruction
Extra hours after school emergent bilingual academies

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)
11,000	Title I 1000-1999: Certificated Personnel Salaries extra hours: professional learning, after school intervention
3416	Title I 1000-1999: Certificated Personnel Salaries extra hours planning, collaboration, professional learning

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We had two certificated staff provide Emergent Bilingual academies to our 5th and 6th grade identified long-term Emergent bilinguals. Harder had 52 students reach reclassification for school year 2022 -2023.

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

none

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

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

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques.

Identified Need

Providing different activities, materials, and supports to engage students in integrated art projects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Participation Log	no current baseline	Teachers will use Art Cart once per trimester to implement art projects in the classroom.

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)

The Art teacher lead will create an Art Cart for teacher use and implementation of art projects in the classroom.

Strategy/Activity

Harder has already been integrating art in whole school projects such as Open House, Back to School Night, African American Student Exposition, etc. Harder will promote arts integration by offering after school enrichment activities and showcasing student work through community events such as Open House, Back to School Night, etc. The funding for this activity will work in conjunction with the School Climate/Social-Emotional goal funding.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2023- 2024 is the first school year that the VAPA goal will be implemented. We will collect data in participation and implementation to generate a baseline for future years.

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

Not applicable due to no previous implementation.

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.

Although, we are implementing this goal for the first time, we have been working over the past couple of years to integrate visual and performing arts into our curriculum. Art is integrated and presented within many of our school community events and celebrations.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies, either through standalone SEL curriculum or culture/climate initiatives.

Identified Need

Different activities to engage students in experiencing growth in student and staff connectedness to develop social emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student surveys and attendance logs	2022-2023 After School activities included: Girls on the Run, Cheer, Cultural Exploration, Debate, Sports. With about 60 students participating.	Increase the number of after school opportunities offered to students by 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide after school activities to promote social emotional development.

Strategy/Activity

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

Harder will provide after school programs for students to support the whole child.

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	LCFF 1000-1999: Certificated Personnel Salaries After school programs to support whole child
5,000	LCFF 1000-1999: Certificated Personnel Salaries extra hours planning/collaboration

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After implementing an SEL program, the teachers noticed that the program did not meet the cultural and diverse needs of our students. The staff is looking at other practices to support social emotional practices. The PBIS team worked on implementing activities to build a positive and caring school culture.

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

We saw an increase of after school activities to support students' social emotional well being. Teachers provided activities such as cultural exploration and debate.

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.

Our Harder goals will focus on exploring other practices and activities that support a positive and caring school culture and social -emotional 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

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

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

Goal 6

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

Identified Need

The school parent meetings have small participation (e.g. ELAC, Coffee with the Principal)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Logs	The base line will be determined based on 2022-2023 participation logs across all parent engagement activities.	Increase the attendance to meetings such as Coffee with the Principal, ELAC, etc. by 5%.
Participation Logs	About 10 parents participated in ongoing volunteer work in classrooms and lunch recess support. Parents volunteered to supervise and coordinate lunch recess games for students 2-3 times per week.	Continue to grow in-school day volunteer supports by 5% (e.g. lunch recess game supervision and classroom volunteers).

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)

Increase parent participation with parent meetings.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1300	Title 1: Parent Allocation materials & supplies
1200	Title 1: Parent Allocation volunteer fees (fingerprinting/TB)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Family Specialist provided significant supports to families and various groups. We provided meetings at various times periods (ie: morning or evening) and in person or virtual. We have also created volunteer groups that support in the classroom and the recess yard increasing the overall levels of parent engagement throughout the day.

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

none

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.

In the 2023- 2024 school year, we would like to offer workshops regarding academic support at home.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

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

Goal 7

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

Identified Need

Harder did not have a full time attendance clerk for extended periods of time throughout the 22-23 school year. The lack of consistent Attendance Clerk support limited the ongoing monitoring and communication with students and families regarding absenteeism support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
List of students from school year 2022 - 2023	The new Attendance Clerk will generate reports at beginning of year from 2022-2023 to determine list of students to refer to the COST team.	The team will connect with all families on chronic absentee list by end of Fall. Based on parent communication, the team will make further referrals to COST or district support teams.
Student Attendance Data	Baseline data will be collected at the beginning of the year for school year 2022 -2023.	Decrease chronic absenteeism by 5% in school year 2023-2024.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

- 1- identifying students in subgroups with Chronic Absenteeism and
- 2 - monitoring students through out the year to reduce the number of instructional days missed.

Strategy/Activity

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

Step 1: Student Identification & Assessment

* At beginning of school year, the team will identify students from 2022-2023 school year with chronic absenteeism.

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

Step 2: Monitoring

* Create monitoring system

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

Step 3: Whole School Incentives

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

Recognition & reward.

* Increase communication of the importance of daily attendance and the impact of absences to students , parents and the community is a central component .

Resources:

Check-ins by staff such as Family Engagement Specialist, Admin, COST coordinator, counselor
Connecting families to community resources
School incentives for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
2000-2999: Classified Personnel Salaries

2000

Title I
4000-4999: Books And Supplies
Attendance incentives

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Harder lacked an Attendance Clerk for extended periods throughout the 22-23 school year.

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

Due to the lack of Attendance Clerk, we were not able to consistently monitor student attendance.

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.

We will continue with the same goal and no changes to SPSA.

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	\$199,324.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$199,324.00

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	\$67,416.00

Subtotal of additional federal funds included for this school: \$67,416.00

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	\$129,408.00
Title 1: Parent Allocation	\$2,500.00

Subtotal of state or local funds included for this school: \$131,908.00

Total of federal, state, and/or local funds for this school: \$199,324.00

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	52,288	-77,120.00
Title I	123,061	55,645.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	129,408.00
Title 1: Parent Allocation	2,500.00
Title I	67,416.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,000.00
1000-1999: Certificated Personnel Salaries	71,824.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	35,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	36,000.00
1000-1999: Certificated Personnel Salaries	LCFF	57,408.00
2000-2999: Classified Personnel Salaries	LCFF	1,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF	35,000.00
	Title 1: Parent Allocation	2,500.00
	Title I	46,000.00
1000-1999: Certificated Personnel Salaries	Title I	14,416.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,408.00
Goal 2	12,000.00
Goal 3	14,416.00
Goal 5	11,000.00
Goal 6	2,500.00
Goal 7	3,000.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/26/2023.

Attested:



Principal, Cynthia Ortiz, Ed.D. on 4/28/2023



SSC Chairperson, Maria Eleanor Padilla on 5/1/2023

Title I School-Level Parent and Family Engagement Policy

Harder Elementary School

2023 - 2024

With approval from the local governing board, **Harder** Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at **Harder** Elementary School, the following practices have been established:

- a) Each year, **Harder** presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.
- c) **Harder** has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students.
- d) The school provides parents of participating children with the following:
 1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.
 2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.

3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.
- e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

- a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.
- b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.
- c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. For example, working with parent volunteers and building effective partnerships. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.
- d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information (e.g. referral to resources). For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.
- e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.
- f) The school will provide additional support as requested by parents.

Accessibility

Harder Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and work directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

AFTER READING THE SCHOOL-PARENT COMPACT WITH YOUR CHILD, PLEASE SIGN AND RETURN TO THE SCHOOL

**School-Parent Compact
Harder Elementary School
Student/Parent/Family/Teacher**

Name _____ **Room #** _____

Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability. Believe that I can learn and will learn

Return completed homework on time

Return corrected work to my parents

Be responsible for my own behavior

Come to school ready to learn and work hard while maintaining positive attitude toward learning, ourselves, and each other

Bring necessary materials, and completed assignments on time

Know and follow school and class rules

Ask for help when I need it

Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school

Limit my screen time and instead study or read every day after school

Respect ourselves, the school, classmates, staff and families

Incorporate physical activity into my daily activities

Maintain all cell phones or electronic devices turned off inside backpack and keep toys at home

Student's Signature

_____ Date _____

Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

Support my child to maintain a positive attitude towards learning, the environment,

and each other.

Monitor and limit my child's recreational screen time (e.g. phone, TV, social media, etc.)

Require that my child completes his/her homework

Read the school's newsletter/bulletin to stay informed.

Maintain my information on Infinite Campus up to date.

Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC

Read and agree to the **Harder** Code of Conduct

Communicate the importance of education and learning to my child

Provide a quiet time and place for homework

Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)

Communicate with the teacher or the school when I have a question, comment or concern

Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition

Consistently monitor my child's progress in school

Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC

Communicate the importance of education and learning to my child

I will demonstrate the Super Hawk Principles of being respectful, safe and responsible when communicating with staff, students and parents, in person or email.

Parent's Signature

_____ Date _____

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

Provide high-quality curriculum and instruction including HUSD's 3 R's i.e. rigor, responsibility, results for 21st century success

Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means

Provide opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities

Endeavor to motivate my students to learn

Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs

Provide a warm, safe, and caring learning environment

Provide meaningful, homework assignments to reinforce and extend learning

Participate in professional development activities that improve teaching and learning

and that support the formation of partnerships with families and the community

Participate actively in collaborative decision making

Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families

Respect the school, students, staff and families

Teacher's Signature

Date
