

School Year: **2024-25**



# 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
Wanda Hirsch Elementary School	39-75499-6114490	May 1, 2024	May 14, 2024

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
School Strategic Plan. Title I School. Hirsch School is on Additional Targeted Support and Improvement (ATSI) with the qualifying category of Chronic Absenteeism and Suspension for our unhoused students.

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 Wanda Hirsch School Plan for Student Achievement for the 2024-2025 school year has been created with input from educational partners. Parent groups were included via LCAP surveys, Hirsch Parent Teacher Organization meetings, School Site Council, and ELAC. Students were engaged via LCAP survey. Staff were involved in LCAP Survey, instructional surveys, School Site Council, and staff meetings. This plan was approved by Hirsch School Site Council with embedded ELAC representative.

# 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).

LCAP Stakeholder results: 2023/2024 School Year

Districts are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year.

### CLIMATE

Number of responses

#### Parents- Climate

Q08 92.98% This school's staff motivates students to learn

Q14 96.15% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 94.12% The buildings and grounds at this school are clean and well maintained

Q30 88.00% This school communicates the importance of respecting all cultural beliefs and practices

Q34 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 90.63% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 0.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 96.15% The school staff responds to me in a timely manner

Q36 92.16% The school office staff is friendly and professional

Overall 93.65%

#### Students - Climate

Q06 96.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 92.00% This school communicates the importance of respecting all cultural beliefs and practices

Q33 88.89% My teachers recognize the good work I am doing and provide timely feedback

Q34 88.89% This school motivates students to learn

Q35 60.00% The buildings and grounds at this school are clean and well maintained

Q42 81.48% I feel comfortable working with classmates and participating in class

Q43 85.19% I feel safe, secure and supported at this school

Overall 84.70%

#### Staff - Climate

Q06 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q18 100.00% Members of the school/department collaborate to achieve our school goals

Q21 91.67% The buildings and grounds at this school are clean and well maintained

Q22 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 91.67% I am treated with respect by my colleagues at work

Q24 80.00% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q25 60.00% Our district ensures effective communication across the organization

Overall 90.12%

### SAFETY

#### Parents- Safety

Q26 94.12% The buildings and grounds at this school are well maintained

Q28 100.00% My child is safe on school grounds before school

Q28 97.78% My child is safe on school grounds during the day

Q28 97.50% My child is safe on school grounds in the classroom

Q28 97.14% My child is safe on school grounds after school  
Q29 92.31% The rules of this school are clearly communicated to parents  
Overall 96.20%

#### Students- Safety

Q35 60.00% The buildings and grounds at this school are clean and well maintained  
Q38 92.00% I feel safe while attending class  
Q39 78.26% I feel safe from gang activity and gang violence at school  
Q41 100.00% I know the school rules  
Overall 82.83%

#### Staff - Safety

Q19 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation  
Q20 100.00% My workplace is safe  
Q21 91.67% The buildings and grounds at this school are well maintained  
Overall 97.22%

Overall Hirsch's climate and safety data for the 23/2024 School Year is strong with students being the group with the least percentage of favorable responses.

#### 2023 Hirsch LCAP Climate Results

- 93.65% Favorable among Parents
- 84.7% Favorable among Students
- 90.12% Favorable among Staff

Students feel that the school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality (96%) and that the school communicates the importance of respecting all cultural beliefs and practices (92%).

Parents feel the school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality (96.15%) and feel the school staff responds in a timely manner (96.15%).

The area with the least favorable percentage for students (60%) is cleanliness and maintenance of school buildings and grounds and for staff it was district ensures effective communication across the organization (60%).

#### 2023 Hirsch LCAP Safety Results

- 96.20% Favorable among Parents
- 82.83% Favorable among Students
- 97.22% Favorable among Staff

The area with the most favorable percentage for students (100%) is knowing school rules.

Parents feel their students are safe on school grounds before school (100%), on school grounds during the day (97.78%), and in the classroom (97.5%).

The area with the least favorable percentage for parents (92.41%) is "the rules of this school are clearly communicated to parents".

## Classroom Observations

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

Classroom observations are done through the DISTRICT EVALUATION PROCESS as well as NON-EVALUATIVE INSTRUCTIONAL ROUNDS using the Rigor Rubric.

#### DISTRICT EVALUATION PROCESS

Evaluation observations indicate teachers are evaluated on the California Standards for the Teaching Profession. Teachers are evaluated yearly unless they apply, and qualify, for the five year evaluation cycle, in which class the teacher would only be evaluated twice in five years. Findings indicate all teachers evaluated this year are either Meeting or Exceeding Expectations based on the California Standards of the Teaching Profession based on the TUSD Evaluation Rubric for each of the standards.

## 2023-24 NON-EVALUATIVE INSTRUCTIONAL ROUNDS

Instructional Rounds data is collected via the Rigor Rubric. This rubric is comprised of Thoughtful Work, High Level Questioning and Academic Discussion.

This year, with the continuation of Advance STEM, we continue to focus on the student learning section of the rigor rubric within the sections of thoughtful work, academic discussion, instructional design.

The district and school focus continues to be on academic discourse and student questioning in the classroom.

Students were often engaged in collaboration, critical thinking, creativity and academic discussion.

## 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)

Data below reflects students who scored near/at or above grade level in the following areas of CAASPP English Language Arts in 2022 - 2023

### Overall

- 41.79% of 3rd graders near/at above grade level
- 54.17% of 4th graders near/at above grade level
- 46.16% of 5th graders near/at above grade level

### Reading

- 73.14% of 3rd graders near/at above grade level
- 86.12% of 4th graders near/at above grade level
- 76.92% of 5th graders near/at above grade level

### Writing

- 73.14% of 3rd graders near/at above grade level
- 79.16% of 4th graders near/at above grade level
- 78.20% of 5th graders near/at above grade level

### Listening

- 89.55% of 3rd graders near/at above grade level
- 81.94% of 4th graders near/at above grade level
- 82.05% of 5th graders near/at above grade level

### Research/Inquiry

- 80.6% of 3rd graders near/at above grade level
- 88.88% of 4th graders near/at above grade level
- 80.77% of 5th graders near/at above grade level

Data below reflects students who scored near/at or above grade level in the following areas of CAASPP Mathematics in 2022 - 2023

### Overall

- 41.79% of 3rd graders near/at above grade level
- 44.45% of 4th graders near/at above grade level
- 34.61% of 5th graders near/at above grade level

### Concepts and Procedures

- 76.12% of 3rd graders near/at above grade level
- 77.78% of 4th graders near/at above grade level
- 67.94% of 5th graders near/at above grade level

### Problem Solving/Modeling/Data Analysis

- 65.67% of 3rd graders near/at above grade level
- 66.66% of 4th graders near/at above grade level
- 69.23% of 5th graders near/at above grade level

### Communicating Reasoning

- 79.1% of 3rd graders near/at above grade level
- 75% of 4th graders near/at above grade level
- 69.23% of 5th graders near/at above grade level

CAST (Science) 5th grade only 2022 - 2023

- 30.77% of 5th graders near/at or above grade level

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

Teachers were given PLC time at as many staff meetings as possible.

Intervention Plans- Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teachers develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and Administrator meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Intervention paras support students at the tier 2 level in math, reading and language arts.

Students scoring at the High Risk/some risk levels on FastBridge aReading data in 2nd, 3rd, 4th and 5th grade were considered for an intensive daily reading program using the Corrective Reading occurring during the school day.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Wanda Hirsch employs 24 of 26 teachers who are highly qualified.

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

92.3% of Wanda Hirsch teachers are fully credentialed.

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

2023 - 2024

- ICLE consultants provided support to individual sites.
- Early Release Mondays primarily focused on collaborating in professional learning communities to continue to best meet the needs of students to reduce their learning gaps.
- In the third year of Advance Stem implementation, ERMs were focused on specific STEM strategies, for instance, the 5E lesson, science talks, and the engineering and design process.
- The ILT team of teacher leaders and Site Administration worked with staff as we continued implementation of Advance STEM, and the implementation of sitewide lesson studies.

New teachers to Tracy Unified School District are supported through the Tracy Induction Program (TTIP). Through this program teachers receive 6 professional learning days prior to the start of school where they are introduced to various support systems offered in Tracy. They spend time with mentor teachers learning about curriculum, instructional materials and high leveraging instructional strategies. During the school year, teachers participate in 2 after school workshops focused on SEL, STEM, and AVID. They are also released for two days to observe classrooms and debrief in PLCs.

Tracy Unified also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This focuses on the teacher's Individualized Learning Plan (ILP) based on their self selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher who supports them through the ILP process.

Tracy Unified also supports intern teachers through the Peer Coaching program. This program offers just-in-time support and weekly meetings from mentors as well as Professional Learning workshops throughout the year focusing on SEL, STEM and AVID.

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

2023 - 2024

- The District Buy Back Day in the 2023-24 school year focused on effective instructional strategies in mathematics. The school Buy Back Day focused on 2nd Step instructional strategies, implementation, and preparation.
- The Instructional Leadership team led STEM workshops workshops focused on the STEM modules as well as workshops on material learned at the CASE conference.
- Technology Support (TSA) Teacher provided mini technology workshops regularly throughout the year multiple times each month related to a technology topic during that month.
- The ICLE coach provided professional development in academic discourse, higher level questioning and student collaboration and questioning to each grade level group.

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

2023 - 2024

- PLC collaboration time in grade level teams is provided to teachers at most staff meetings.
- Each grade level had the opportunity to engage in a lesson study.
- Teachers meet to discuss the teaching of priority standards (tier 1 core instruction), create common formative assessments, and, using data from assessments, plan for tier 2 intervention.

## Teaching and Learning

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

District STEM/RCD Units of Study are aligned with current standards with Common Core and Next Generation Science Standards. Teachers follow district pacing and units utilizing adopted materials (Wonders and My Math) as resources to teach the standards in the units with recommended activities. Teachers also use additional resources to supplement instruction of adopted materials.

Rigor & Relevance Framework quadrants and rubrics are utilized to increase rigor of instruction in alignment with 21st century skills and expectations of state standards. The implementation of AdvanceSTEM has focused on the Student Learning section of the rigor rubric.

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

- State does not require specified number of minutes in ELA & Math instruction as of recent standards and frameworks.
- ELD instruction is provided for all EL students 30 minutes a day for grades 1 through 5 and 15 minutes for TK and Kindergarten.
- All students receive 200 minutes of Physical Education within every ten school days.

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

District STEM/RCD Units of Study also provide pacing guide and assessment windows to ensure curriculum is taught in timely manner. Teachers respond to students needing intervention through district intervention process on Student Success Team Form. Each classroom teacher is required to submit their schedule with 30 minutes of daily ELD instruction and 200 minutes of PE instruction within every 10 days.

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

District STEM/RCD Units of Study, Pacing Guides, and Assessments are available electronically on the staff portal. Teachers and students also have access to physical teacher's manuals and textbooks and online versions through online adopted materials website links via the school website. Standards-based instructional materials are available to all student groups in accordance with California's Williams Act.

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

Teachers utilize district adopted materials as resources while implementing RCD/STEM units of Study. Teachers specifically work with ELA Adoption of "Wonders", Math adoption of "My Math", and Science adoption of "Dimensions". See SARC pages for textbook adoptions & process.

## Opportunity and Equal Educational Access

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

Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teacher develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and the administrator meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Tier I interventions involve the classroom teacher in small group setting typically. As students are identified for Tier II intervention, they may still receive more intense and targeted support from the teacher, but they will also receive intervention support from one of the two intervention paras or highly qualified volunteer such as a retired teacher. Teachers and administrators closely monitor student data via the TUSD Study Success Team Process.

English Learners receive daily Designated English Language Development instruction for 30 minutes y from grades 1 through 5. Students in TK an K receive 15 minutes a day.

Students with learning disabilities receive resource help as identified on their IEP on a pull-out or push-in basis.

Evidence-based educational practices to raise student achievement

During the 2023-24 school year, with ICLE consultants as well as our STEM TOSAs, teachers have been introduced to and focused on evidence-based best practices, including strategies and structures to create effective student collaboration, academic discussion and higher level questioning. With the implementation of AdvanceSTEM, TOSAs provided professional development including workshops on interim assessment, and science talks. TOSAs also worked with individual teachers and grade levels on specific STEM related activities, including Scratch, and teaching students to ask good questions. In addition, the STEM coordinator facilitated and supported the implementation of mini lesson studies.

## Parental Engagement

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

Hirsch provides serval opportunities to engage parents. This includes teacher established methods of effective communication through family newsletter, class dojo, or regular email communication. In addition teachers connect with parents during Back to School Night and Parent/Teacher Conferences in the fall and Open House in the spring. In addition parents are guest on campus during events such as the fall costume parade and various assemblies such as the Character Award Assemblies. Parents are also included in the School Site Council. Furthermore, the Hirsch Parent Teacher Organization supports Parent Engagement through community events and family nights such as movie nights, the winter ball, and trunk or treat.

Additional evening events include the DARE Graduation as well as the Spelling Bee.

Hirsch PTO and teachers also engage parents in fundraising for classroom supplies and field trips.

Further parent engagement this year also included Cafecito Wednesdays for parents to attend workshop sessions empowering parents with information to support their student(s) and each other. All these opportunities provide families the opportunity to connect with staff, understand best practices/protocols and the opportunity to assist the school in working to improve student achievement. Hirsch takes pride in family engagement and appreciates family participation.

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)

The Hirsch School Site Council and staff are involved in reviewing the school safety plan, reviewing needs assessment surveys, and discussing of SBAC and ELPAC data. Starting in 2024-2025 Hirsch will receive Title I funding. We engage School Site Council, ELAC, and Staff in budget recommendations for School Site Council approval.



## Funding

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

Starting 2024-2025 Hirsch will receive Title I funding. We engage School Site Council, ELAC, and staff in budget recommendations for School Site Council approval.

Fiscal support (EPC)

The district allocates LCFF funding using the district formula that is based on enrollment and students who meet supplemental/concentration funding requirements.

## **Educational Partner Involvement**

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

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

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council, ELAC, Instructional Leadership Team, and staff meetings. These groups met throughout the year to engage in dialogue and input.

The following educational partners were consulted with as part of the planning process for the SPSA review and development:

- Wanda Hirsch staff, during staff meetings throughout the year, specifically 8/21/24,9/18/24, 10/2/24, 11/27/24,1/29/24,2/26/24,4/8/24,4/22/24, 4/29/23
- ELAC on 9/29/23, 12/1/23, 2/14/24, 4/17/24
- School Site Council on 12/14/23, 1/17/2024, 2/14/24, 5/1/2024

## **Resource Inequities**

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

Based on the California Data Dashboard information, Hirsch Elementary School is on Additional Targeted Support and Improvement (ATSI) with the qualifying category of Chronic Absenteeism and Suspensions for our unhoused population.

# 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%	0.44%	0.22%	1	2	1
African American	6.2%	3.98%	4.81%	30	18	22
Asian	12.5%	14.16%	15.32%	60	64	70
Filipino	5.2%	4.20%	4.38%	25	19	20
Hispanic/Latino	44.1%	47.35%	45.73%	212	214	209
Pacific Islander	2.1%	1.99%	2.84%	10	9	13
White	20.4%	17.70%	16.85%	98	80	77
Multiple/No Response	9.4%	10.18%	9.85%	45	46	45
	<b>Total Enrollment</b>			481	452	457

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	87	83	87
Grade 1	77	74	74
Grade 2	81	70	76
Grade3	84	69	63
Grade 4	81	80	74
Grade 5	71	76	82
Grade 6			1
<b>Total Enrollment</b>	481	452	457

### Conclusions based on this data:

1. Our overall enrollment was steady from from the previous year. Throughout the 2022-2023 school year, we have consistently been under 500 students.
2. Student enrollment slightly increased from 2021-2022 to 2022-2023 by 5 students and was consistently under 500 in the past three years.

# 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	93	95	84	19.3%	21.0%	18.4%
Fluent English Proficient (FEP)	52	40	39	10.8%	8.8%	8.5%
Reclassified Fluent English Proficient (RFEP)	7	6	9	7.5%	6.3%	2.0%

### Conclusions based on this data:

1. The percentage of students that tested as Fluent English remained steady between 2021-22 and 2022-23.
2. The percentage of English Learners has steadily decreased from 21% in 2021-22 to 18.4% in 2022-23.
3. The percentage of students reclassified as Fluent English Proficient decreased slightly from 2021-2022 to 2022-2023 from 6.3% to 2%.

# 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	80	73	67	77	72	67	77	72	67	96.3	98.6	100.0
Grade 4	79	82	72	77	81	72	77	81	72	97.5	98.8	100.0
Grade 5	67	79	79	66	77	78	66	77	78	98.5	97.5	98.7
All Grades	226	234	218	220	230	217	220	230	217	97.3	98.3	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2404.	2428.	2408.	14.29	16.67	17.91	20.78	31.94	23.88	35.06	34.72	28.36	29.87	16.67	29.85
Grade 4	2447.	2442.	2472.	18.18	17.28	25.00	22.08	22.22	29.17	25.97	23.46	20.83	33.77	37.04	25.00
Grade 5	2485.	2463.	2491.	15.15	5.19	16.67	36.36	32.47	29.49	7.58	23.38	25.64	40.91	38.96	28.21
All Grades	N/A	N/A	N/A	15.91	13.04	19.82	25.91	28.70	27.65	23.64	26.96	24.88	34.55	31.30	27.65

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	12.99	13.89	22.39	63.64	79.17	50.75	23.38	6.94	26.87	
Grade 4	12.99	20.99	18.06	63.64	53.09	68.06	23.38	25.93	13.89	
Grade 5	7.58	6.49	14.10	71.21	68.83	62.82	21.21	24.68	23.08	
All Grades	11.36	13.91	17.97	65.91	66.52	60.83	22.73	19.57	21.20	

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	9.09	23.61	8.96	57.14	59.72	64.18	33.77	16.67	26.87
Grade 4	11.69	13.58	9.72	53.25	55.56	69.44	35.06	30.86	20.83
Grade 5	15.15	7.79	14.10	53.03	59.74	64.10	31.82	32.47	21.79
All Grades	11.82	14.78	11.06	54.55	58.26	65.90	33.64	26.96	23.04

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	6.49	13.89	7.46	79.22	70.83	82.09	14.29	15.28	10.45
Grade 4	10.39	7.41	11.11	75.32	76.54	70.83	14.29	16.05	18.06
Grade 5	13.64	9.09	11.54	72.73	75.32	70.51	13.64	15.58	17.95
All Grades	10.00	10.00	10.14	75.91	74.35	74.19	14.09	15.65	15.67

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	11.69	13.89	8.96	68.83	72.22	71.64	19.48	13.89	19.40
Grade 4	15.58	9.88	19.44	71.43	75.31	69.44	12.99	14.81	11.11
Grade 5	13.64	7.79	14.10	75.76	70.13	66.67	10.61	22.08	19.23
All Grades	13.64	10.43	14.29	71.82	72.61	69.12	14.55	16.96	16.59

**Conclusions based on this data:**

1. The overall achievement for students exceeding the standards in ELA has increased from 2021-2022 (13.04%) to 2022-223 (19.82%) .
2. In the 2021-22 school year, the strongest 2 claim areas in proficiency are Listening and Research and Inquiry. The percentage of students at or near the standard in the claim of Listening are 3rd - 71%, 4th - 77%, and 5th - 75%, decreasing 1.56 from 2020-21. The percentage of students at or near the standard in the claim of Research and Inquiry are 3rd - 72%; 4th - 75%; and 5th 70%, increasing by 0.79% from the previous year.
3. From 2020-21 to 2021-22, the claim of writing increased from 11.82% to 14.78% which shows an increase of 2.96 in the % above standard. While the % at or near standard increased and the percentage below standard decreased, all showed improvement.

# 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	80	73	67	77	72	67	77	72	67	96.3	98.6	100.0
Grade 4	79	82	72	77	81	72	77	81	72	97.5	98.8	100.0
Grade 5	67	79	79	66	77	78	66	77	78	98.5	97.5	98.7
All Grades	226	234	218	220	230	217	220	230	217	97.3	98.3	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2424.	2435.	2418.	18.18	15.28	10.45	29.87	34.72	31.34	23.38	26.39	29.85	28.57	23.61	28.36
Grade 4	2456.	2453.	2469.	10.39	11.11	15.28	24.68	22.22	29.17	42.86	33.33	33.33	22.08	33.33	22.22
Grade 5	2465.	2472.	2483.	12.12	7.79	15.38	15.15	22.08	19.23	22.73	32.47	25.64	50.00	37.66	39.74
All Grades	N/A	N/A	N/A	13.64	11.30	13.82	23.64	26.09	26.27	30.00	30.87	29.49	32.73	31.74	30.41

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	20.78	31.94	20.90	51.95	45.83	55.22	27.27	22.22	23.88	
Grade 4	12.99	17.28	26.39	51.95	44.44	51.39	35.06	38.27	22.22	
Grade 5	12.12	16.88	15.38	30.30	49.35	52.56	57.58	33.77	32.05	
All Grades	15.45	21.74	20.74	45.45	46.52	53.00	39.09	31.74	26.27	

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	20.78	15.28	13.43	57.14	61.11	52.24	22.08	23.61	34.33
Grade 4	14.29	11.11	9.72	54.55	56.79	56.94	31.17	32.10	33.33
Grade 5	12.12	3.90	15.38	50.00	59.74	53.85	37.88	36.36	30.77
All Grades	15.91	10.00	12.90	54.09	59.13	54.38	30.00	30.87	32.72

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	16.88	13.89	13.43	68.83	75.00	65.67	14.29	11.11	20.90
Grade 4	9.09	18.52	16.67	68.83	53.09	58.33	22.08	28.40	25.00
Grade 5	7.58	7.79	8.97	63.64	63.64	60.26	28.79	28.57	30.77
All Grades	11.36	13.48	12.90	67.27	63.48	61.29	21.36	23.04	25.81

**Conclusions based on this data:**

1. Participation shows 99.5% of students participated in the 2022-23 mathematics assessment, an increase over both the 2020-21 and the 2021-2022 participation rate.
2. The overall achievement for all students in the mean scale score improved for grades 4 and 5 and decreased slightly for grade 3.
3. In the Problem Solving & Modeling/Data Analysis area the percent of students above standard increased from 10% in 2021-22 to 12.9% in 2022-23, an increase of 2.9%.

# School and Student Performance Data

## CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.38	30.77	23.05	24.54	29.47	30.29

### Conclusions based on this data:

1. On the CAST assessment, students improved scores from 23.38% in the 2021-22 school year to 30.77% in the 2022-23 school year.
2. Students at Hirsch exceeded district and state comparisons with Hirsch scoring an average of 30.77% compared to the district at 24.54%.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1406.3	1419.8	1417.5	1421.9	1427.1	1430.3	1370.0	1402.6	1387.5	23	20	17
<b>1</b>	1459.8	1435.3	1453.1	1468.2	1448.4	1464.9	1450.9	1421.8	1440.6	13	17	17
<b>2</b>	1487.4	*	1482.5	1492.5	*	1484.8	1481.8	*	1479.7	11	8	17
<b>3</b>	1491.4	*	*	1484.5	*	*	1497.7	*	*	19	10	8
<b>4</b>	1492.0	1507.3	*	1487.9	1504.6	*	1495.7	1509.4	*	21	19	9
<b>5</b>	*	1504.9	1555.1	*	1509.5	1570.4	*	1500.1	1539.2	6	19	17
<b>All Grades</b>										93	93	85

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.35	20.00	5.88	34.78	30.00	35.29	43.48	20.00	47.06	17.39	30.00	11.76	23	20	17
<b>1</b>	7.69	5.88	17.65	53.85	35.29	23.53	23.08	41.18	29.41	15.38	17.65	29.41	13	17	17
<b>2</b>	0.00	*	11.76	63.64	*	52.94	36.36	*	29.41	0.00	*	5.88	11	*	17
<b>3</b>	10.53	*	*	42.11	*	*	36.84	*	*	10.53	*	*	19	*	*
<b>4</b>	9.52	5.26	*	28.57	52.63	*	57.14	36.84	*	4.76	5.26	*	21	19	*
<b>5</b>	*	5.26	58.82	*	42.11	35.29	*	36.84	0.00	*	15.79	5.88	*	19	17
<b>All Grades</b>	6.45	12.90	23.53	43.01	38.71	36.47	40.86	34.41	28.24	9.68	13.98	11.76	93	93	85

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.70	20.00	5.88	43.48	30.00	47.06	30.43	20.00	41.18	17.39	30.00	5.88	23	20	17
<b>1</b>	7.69	0.00	23.53	76.92	58.82	41.18	15.38	29.41	23.53	0.00	11.76	11.76	13	17	17
<b>2</b>	27.27	*	17.65	63.64	*	58.82	9.09	*	23.53	0.00	*	0.00	11	*	17
<b>3</b>	15.79	*	*	57.89	*	*	15.79	*	*	10.53	*	*	19	*	*
<b>4</b>	9.52	31.58	*	52.38	57.89	*	33.33	10.53	*	4.76	0.00	*	21	19	*
<b>5</b>	*	21.05	82.35	*	63.16	11.76	*	10.53	0.00	*	5.26	5.88	*	19	17
<b>All Grades</b>	13.98	22.58	35.29	54.84	47.31	40.00	23.66	20.43	18.82	7.53	9.68	5.88	93	93	85

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	15.00	0.00	21.74	15.00	29.41	47.83	40.00	52.94	30.43	30.00	17.65	23	20	17
<b>1</b>	7.69	5.88	11.76	30.77	29.41	17.65	30.77	35.29	23.53	30.77	29.41	47.06	13	17	17
<b>2</b>	0.00	*	0.00	54.55	*	58.82	36.36	*	23.53	9.09	*	17.65	11	*	17
<b>3</b>	5.26	*	*	31.58	*	*	47.37	*	*	15.79	*	*	19	*	*
<b>4</b>	4.76	5.26	*	9.52	26.32	*	57.14	47.37	*	28.57	21.05	*	21	19	*
<b>5</b>	*	0.00	5.88	*	10.53	47.06	*	63.16	41.18	*	26.32	5.88	*	19	17
<b>All Grades</b>	3.23	8.60	3.53	27.96	21.51	37.65	46.24	47.31	35.29	22.58	22.58	23.53	93	93	85

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.70	30.00	17.65	73.91	40.00	76.47	17.39	30.00	5.88	23	20	17
<b>1</b>	46.15	17.65	47.06	53.85	70.59	41.18	0.00	11.76	11.76	13	17	17
<b>2</b>	45.45	*	23.53	54.55	*	76.47	0.00	*	0.00	11	*	17
<b>3</b>	36.84	*	*	47.37	*	*	15.79	*	*	19	*	*
<b>4</b>	42.86	68.42	*	52.38	26.32	*	4.76	5.26	*	21	19	*
<b>5</b>	*	21.05	58.82	*	57.89	35.29	*	21.05	5.88	*	19	17
<b>All Grades</b>	33.33	34.41	35.29	58.06	50.54	58.82	8.60	15.05	5.88	93	93	85

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.04	10.00	11.76	69.57	70.00	64.71	17.39	20.00	23.53	23	20	17
<b>1</b>	7.69	5.88	17.65	84.62	82.35	76.47	7.69	11.76	5.88	13	17	17
<b>2</b>	9.09	*	23.53	90.91	*	76.47	0.00	*	0.00	11	*	17
<b>3</b>	21.05	*	*	73.68	*	*	5.26	*	*	19	*	*
<b>4</b>	23.81	21.05	*	71.43	78.95	*	4.76	0.00	*	21	19	*
<b>5</b>	*	63.16	94.12	*	31.58	0.00	*	5.26	5.88	*	19	17
<b>All Grades</b>	17.20	30.11	41.18	74.19	60.22	50.59	8.60	9.68	8.24	93	93	85

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	15.00	5.88	69.57	55.00	88.24	30.43	30.00	5.88	23	20	17
<b>1</b>	23.08	5.88	23.53	46.15	58.82	29.41	30.77	35.29	47.06	13	17	17
<b>2</b>	18.18	*	17.65	63.64	*	58.82	18.18	*	23.53	11	*	17
<b>3</b>	0.00	*	*	68.42	*	*	31.58	*	*	19	*	*
<b>4</b>	9.52	5.26	*	57.14	63.16	*	33.33	31.58	*	21	19	*
<b>5</b>	*	0.00	29.41	*	68.42	64.71	*	31.58	5.88	*	19	17
<b>All Grades</b>	8.60	8.60	16.47	63.44	60.22	60.00	27.96	31.18	23.53	93	93	85

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.04	30.00	29.41	43.48	40.00	52.94	43.48	30.00	17.65	23	20	17
<b>1</b>	7.69	17.65	17.65	69.23	70.59	47.06	23.08	11.76	35.29	13	17	17
<b>2</b>	0.00	*	11.76	90.91	*	82.35	9.09	*	5.88	11	*	17
<b>3</b>	21.05	*	*	78.95	*	*	0.00	*	*	19	*	*
<b>4</b>	4.76	5.26	*	61.90	78.95	*	33.33	15.79	*	21	19	*
<b>5</b>	*	5.26	5.88	*	73.68	88.24	*	21.05	5.88	*	19	17
<b>All Grades</b>	9.68	19.35	15.29	67.74	64.52	64.71	22.58	16.13	20.00	93	93	85

**Conclusions based on this data:**

1. The overall language level 4 almost doubled from 12.9% in 2021-22 to 23.53% in 2022-23.
2. The level with the highest percentage of students is level 3 at 36.47%. Most students assessed at the moderately developed level.
3. Overall scores for reading show the highest percent at the beginning level of 23.53%.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>457</b>	<b>46.4</b>	<b>18.4</b>	<b>0.4</b>
Total Number of Students enrolled in Wanda Hirsch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	18.4
Foster Youth	2	0.4
Homeless	42	9.2
Socioeconomically Disadvantaged	212	46.4
Students with Disabilities	48	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.8
American Indian	1	0.2
Asian	70	15.3
Filipino	20	4.4
Hispanic	209	45.7
Two or More Races	45	9.8
Pacific Islander	13	2.8
White	77	16.8

### Conclusions based on this data:

- Hirsch's EL population decreased by 2.6%.

2. Hirsch's demographic percentages/amounts overall have remained steady with the largest growth at 1.1% in the Asian category and the largest decline at 1.6% in the Hispanic category. Our socioeconomically disadvantaged percentage has increased from 45.6% to 46.4% which is an increase of 1.2% between the 2021-22 and the 2022-23 school years.
3. Our population primarily consists of Hispanic, White and Asian students.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. The Dashboard shows Hirsch's students as Highest Performance in English Learner Progress, in the blue.
2. The second highest performance was mathematics, in the green.
3. The Lowest Performance area was Chronic Absenteeism, in the orange.



# School and Student Performance Data

## Academic Performance English Language Arts

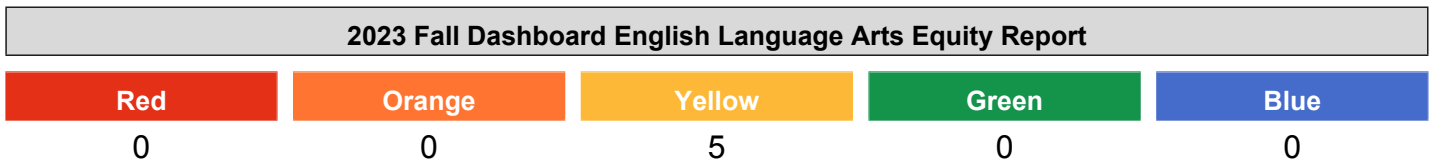
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 5.3 points below standard Increased Significantly +15.2 points 207 Students	<b>English Learners</b>  Yellow 24.8 points below standard Increased Significantly +23.5 points 41 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 16.1 points below standard Increased Significantly +37 points 20 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 19.3 points below standard Increased Significantly +29.1 points 99 Students	<b>Students with Disabilities</b>  Yellow 12.6 points below standard Increased Significantly +35.6 points 33 Students



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	 No Performance Color 0 Students	7.8 points below standard Increased Significantly +16.9 points 26 Students	Less than 11 Students  7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.2 points below standard Increased Significantly +23.8 points 105 Students	17.3 points above standard Increased +6.6 points 19 Students	Less than 11 Students  3 Students	 Yellow 2.2 points below standard Maintained +0.6 points 37 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.2 points below standard Increased Significantly +31 points 30 Students	44.6 points above standard Increased +12.5 points 11 Students	3 points below standard Increased +7.3 points 148 Students

**Conclusions based on this data:**

1. The average of all Hirsch students shows performance at 5.3 points below standard.
2. The English Learners subgroup scored the lowest at 24.8 points below standard.
3. The student subgroups performing below standard are white students, at 2.2 points. Students with two or more races were the subgroup with the most points below standard at 17.3.

# School and Student Performance Data

## Academic Performance Mathematics

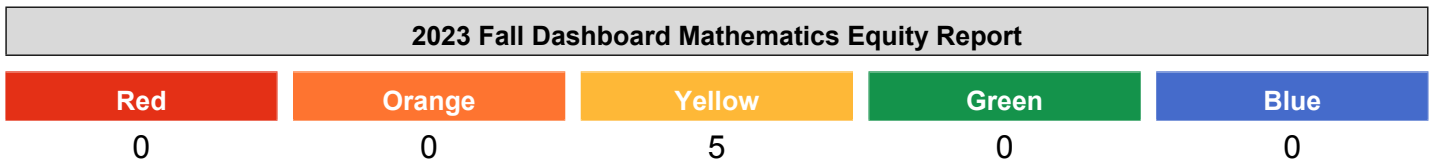
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 21.9 points below standard Increased +4.6 points 207 Students	<b>English Learners</b>  Yellow 47.7 points below standard Increased +9 points 41 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 46.6 points below standard Increased Significantly +18.2 points 20 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 42.6 points below standard Increased +9.2 points 99 Students	<b>Students with Disabilities</b>  Yellow 38.2 points below standard Increased +14.8 points 33 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	 No Performance Color 0 Students	12.7 points below standard Increased Significantly +15.3 points 26 Students	Less than 11 Students  7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29 points below standard Increased +13.6 points 105 Students	2.1 points below standard Decreased -7.7 points 19 Students	Less than 11 Students  3 Students	 Yellow 17.7 points below standard Decreased -9.9 points 37 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.3 points below standard Maintained +0.7 points 30 Students	27.7 points above standard Increased Significantly +37 points 11 Students	20.5 points below standard Decreased -3.5 points 148 Students

#### Conclusions based on this data:

1. Overall all students performed 21.9 points below standard in mathematics.
2. The student subgroup with the most points below standard, an area of needed growth for Hirsch, is English Learners, with 42.6 points below standard.
3. English Only students showed the least points below standard at 20.5.

# School and Student Performance Data

## Academic Performance English Learner Progress

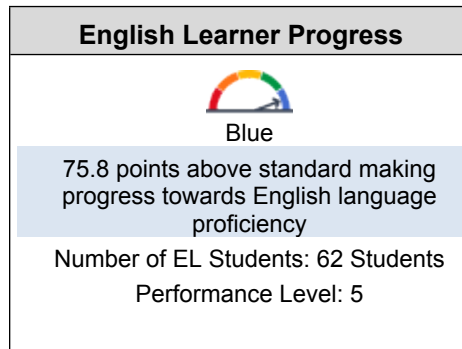
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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	9	3	44

#### Conclusions based on this data:

1. 9% of the students maintained ELPI level 1, 2L, 2H, 3L, or 3H.
2. 44% of students progressed at least one ELPI level.
3. 44% of students are making progress towards EL proficiency.

# School and Student Performance Data

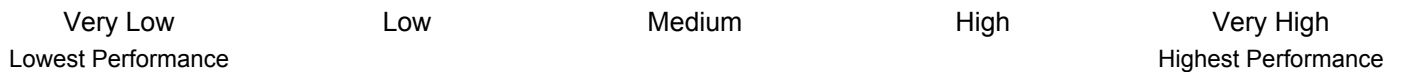
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

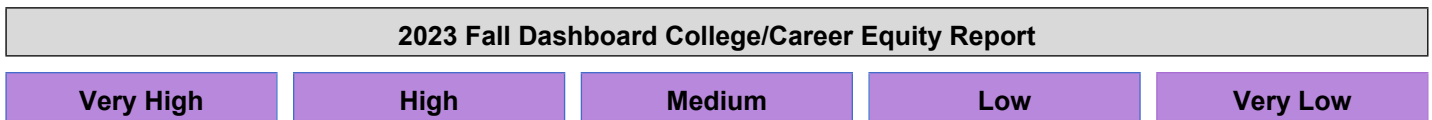
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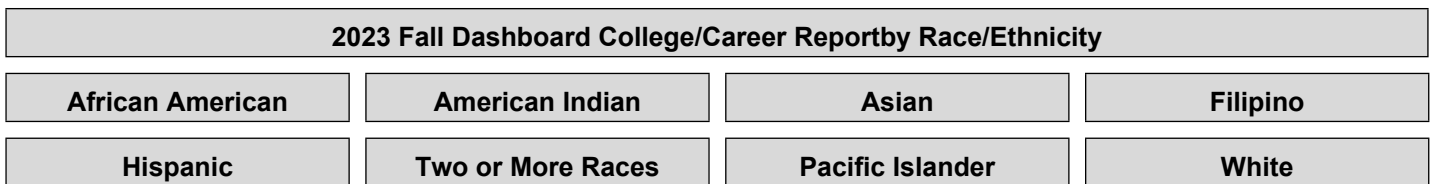
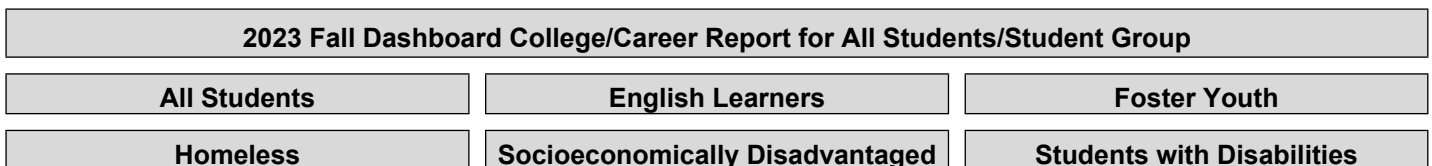
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



**Conclusions based on this data:**

1. As an elementary school, Hirsch is not accountable in this area on CA School Dashboard.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

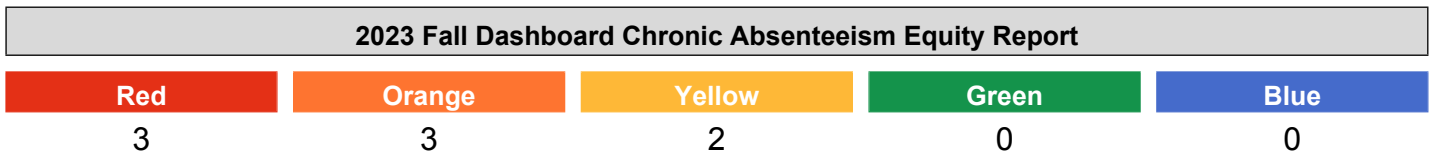
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>24.6% Chronically Absent</p> <p>Declined -2.4</p> <p>483 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>24% Chronically Absent</p> <p>Declined -1.5</p> <p>96 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Red</p> <p>44.4% Chronically Absent</p> <p>Increased 11.7</p> <p>45 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>30.2% Chronically Absent</p> <p>Declined Significantly -4.7</p> <p>235 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>28% Chronically Absent</p> <p>Increased 4.8</p> <p>75 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>44% Chronically Absent</p> <p>Increased 21.3</p> <p>25 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Red</p> <p>24% Chronically Absent</p> <p>Increased 8</p> <p>75 Students</p>	<p>25% Chronically Absent</p> <p>Declined -1.3</p> <p>20 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p></p> <p>Yellow</p> <p>23.5% Chronically Absent</p> <p>Declined Significantly -6.7</p> <p>221 Students</p>	<p></p> <p>Orange</p> <p>20.8% Chronically Absent</p> <p>Declined -6.3</p> <p>48 Students</p>	<p>14.3% Chronically Absent</p> <p>0</p> <p>14 Students</p>	<p></p> <p>Orange</p> <p>26.6% Chronically Absent</p> <p>Declined -3.7</p> <p>79 Students</p>

**Conclusions based on this data:**

1. The homeless student subgroup has the highest percentage of students who are chronically absent at 44.4%.
2. The African American and White student sub groups have the highest percentages for chronic absenteeism at 44% and 26.6%.

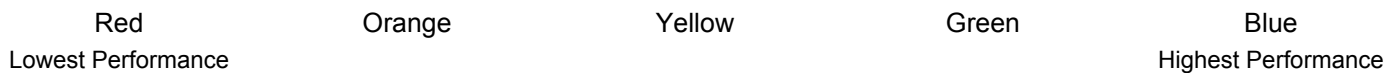
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

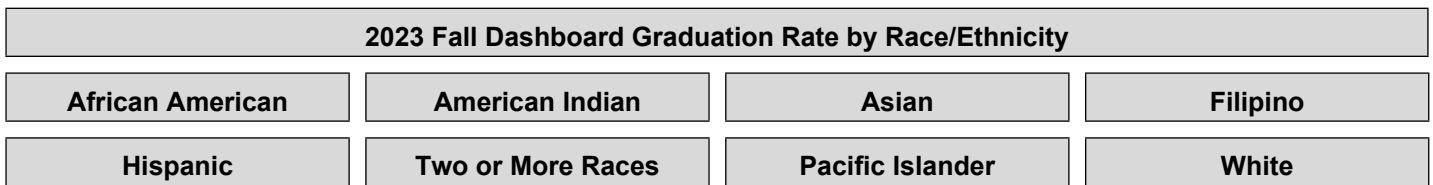
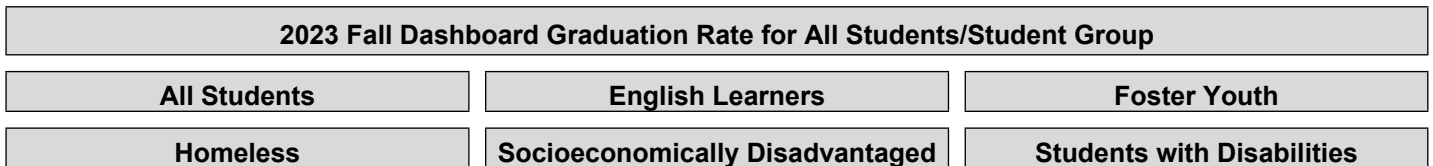
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



### Conclusions based on this data:

1. As an elementary school, Hirsch is not accountable in this area on CA School Dashboard.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

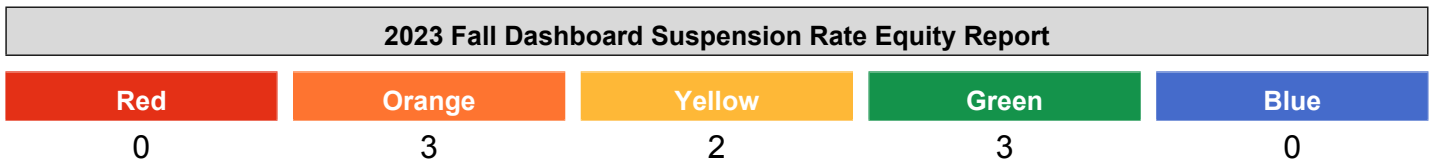
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.4% suspended at least one day</p> <p>Declined -0.9 497 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1% suspended at least one day</p> <p>Maintained 0.1 99 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 3 Students</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Declined -1.4 45 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined -0.8 242 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>5.2% suspended at least one day</p> <p>Declined -0.3 77 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>12% suspended at least one day</p> <p>Increased 4 25 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3 78 Students</p>	<p>5% suspended at least one day</p> <p>Increased 5 20 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>3% suspended at least one day</p> <p>Declined Significantly -1.6 231 Students</p>	<p align="center"> Orange</p> <p>6.3% suspended at least one day</p> <p>Declined -1.9 48 Students</p>	<p>0% suspended at least one day</p> <p>14 Students</p>	<p align="center"> Green</p> <p>2.5% suspended at least one day</p> <p>Declined -2 80 Students</p>

**Conclusions based on this data:**

- Overall, 3.4% of Hirsch students were suspended at least one day.
- The student subgroup with the highest percentage of suspensions was African American students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Identified Need

English Language Learners continue to perform below standard in ELA & Math

- Increase Number of English Language Learners Reclassifying as English Proficient
- Increase the number of students making progress in the reading domain
- Increase Rigor in all Classrooms per the Rubric
- Increase Academic Discussion/student questioning portion of the ICLE Rigor Rubric
- Increase overall proficiency of 3rd-5th graders on CAASPP state assessments
- All students will read by at grade level by third grade.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA & Math	<p>All Students</p> <p>2022-23 OVERALL SBAC ELA PROFICIENCY 47.47%</p> <p>41.79% Proficient in Grade 3</p> <p>49.17% Proficient in Grade 4</p> <p>46.16% Proficient in Grade 5</p> <p>2022-23 OVERALL SBAC MATH PROFICIENCY 40.09%</p> <p>41.79% Proficient in Grade 3</p> <p>44.45% Proficient in Grade 4</p> <p>34.61% Proficient in Grade 5</p>	<p>ELLs will reduce percentage of students performing below standard on CASSPP state assessments ELA &amp; Math by 5%.</p> <p>Expected ELL 2023-24 Outcome: Increase overall proficiency of ELL on SBAC performance by 5%</p> <p>The overall SBAC 23-24 results show that in ELA , 3rd grade and 4th grade exceeded the 5% increase. 5th grade decreased by 5.35%. The overall SBAC 22-23 results show that in math , 4th grade and 5th grade exceeded</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the 5% increase, 3rd grade decreased more than 7.74%.  Expected Overall 2023-24 Outcome: Increase overall proficiency of 3rd-5th graders on SBAC performance by 5%
STEM Units	STEM units completed by all classes	All STEM units completed by all teachers.
CA School Dashboard & ELPAC		Percentage of EL students making progress on ELPAC will increase 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)

EL Students.

#### Strategy/Activity

Support EL students with additional resources to address academic needs.

- ELL Paraprofessional to provide intervention
- One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF - supplemental \$16,588).
- Translators provided for parent communication (LCFF Supplemental - \$200)

#### 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)
16,588	LCFF - Supplemental
200	LCFF - Supplemental
0	District Funded

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Library support and supplies (\$500) plus an additional \$200 to support high risk students. Every classroom will continue to receive library time and innovative new experiences through the collaboration of their classroom teacher and the teacher librarian.

### 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)
500	LCFF
200	Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

#### Professional development

Provide professional development opportunities to increase effective instructional strategies.

- Opportunities for staff to gain more experience with and knowledge about STEM and STEM implementation strategies through SJCOE and other entities.
- Lesson Studies

#### Tier I Instructional

- Administration to conduct instructional rounds of 30+% of classrooms weekly using the Rigor Rubric. Each teacher whose classroom is visited will receive a copy of the Rigor Rubric documenting the practices seen and with suggestions for 'bumping up' the rigor.
- (Site Implementation Team) Instructional Learning Team & Admin will continue to facilitate PD on implementation of Advance STEM strategies including student collaboration, student academic discourse and student questioning.
- Administration will provide teachers with PLC Time on ERMs
- All grade levels will participate in ERM ELD training with administration to focus ELD instruction by ELD level. (TOSAs and EL Coordinator)
- ILT/STEM Release Days which consist of: Colleague Classroom Visits using Rigor Rubric, ILT classroom & PLC data review & debrief, and Grade Level Planning (ICLE consultant, STEM TOSAs)
- Teachers will participate in District & Site ERMs Professional Development Opportunities on STEM units
- 100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work Sense Making Notebooks, Implement 5E Lesson Design, and Science Talks.
- A group of teachers will attend the CAFE conference and delivery PD during ERMs with effective instructional strategies to support EL learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I
8886	LCFF - Supplemental

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide additional resources and materials for at-risk students.  
 SST subs to provide coverage for SST meetings (LCFF Supplemental \$2240)  
 An additional day of counseling to increase the number of days, two (district funded) to three days total a week. (\$18,720)  
 Assessment subs for lower grade levels at end of each trimester.  
 Tier II & Tier III Instructional

- Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher.
- SST meetings held for students not making progress/not meeting goals on their intervention plans.
- Instructional paras support full day TK and 4hrs kindergarten classes and students needing additional support for Tier II Interventions (District funded)
- Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)
- Students receiving intervention services from paras will be identified and re-assessed per their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their 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)
2240	LCFF
18,720	LCFF - Supplemental

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide intervention in the area of reading  
Technology Program - Accelerated Reader reading program for grades 2 through 5 (LCFF \$5,858)

**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)
5,858	LCFF

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Funding to support classrooms including materials, supplies and STEM support. (and Postage)

**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)
4275	LCFF
290	LCFF - Supplemental
4275	Title I

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide a copy machine for creating the necessary and supplemental instructional materials for all 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)
5000	LCFF

1300

Title I

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All first grade students

#### Strategy/Activity

Assessment subs for end of trimester academic assessment in first grade. (1 sub x 8 days x \$280)

#### 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)

2240

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

Each of these strategies listed above were implemented with varying degrees of effectiveness in the 2023-24 school year.

The ELD para organized her day efficiently and was able to work with a number of EL students by grade level regularly. She went to trainings offered by the district and brought what she learned back to the students. She worked using the ELD Wonders student books and the vocabulary associated with the lessons to front load information so that when students worked in the classroom, they had had that support beforehand.

The teacher librarian comes to the site every other week. She was able to work with all teachers, going into classrooms and working with students on digital platforms as well as specific programs offered by the district for instance, SORA the new online library source. She collaborated and supported teachers in many academic areas, providing library resources and ideas. The librarian offered every class weekly opportunities to visit the library and presented monthly topics showcasing specific authors or genres of books in the library. This allowed students to be exposed to many different books.

The district and the ILT team provided several opportunities for professional development in STEM. This included professional development from the CASE STEM conference.

The majority of teachers are using STEM best practices including student collaboration, higher level, open questioning, sense-making notebooks and student discourse as measured by walkthroughs using the rigor rubric . The requirement to visit 30+% of classrooms weekly for instructional rounds using the Rigor Rubric was waived as STEM instructional rounds were being



undertaken. Each teacher whose classroom is visited will receive a copy of the Rigor Rubric documenting the practices seen and with suggestions for 'bumping up' the rigor. Our Tier 2 intervention support using the Corrective Reading program has been successful. Students supported through this intervention has shown progress in reading.

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

- With two additional intervention paras, more intervention was available to students in reading and math, including an intensive reading program. (Corrective Reading)

Rigorous and relevant instruction will increase in classrooms school wide.

- Per rigor rubric evidence, and school focus through STEM in this area, an increase was seen.

2022-2023 HIRSCH ANNUAL MEASURABLE OUTCOMES (AMOs)

AMO #1 CAASPP SBAC ELA & Math

AMO #2 Classroom Observations/Instructional Rounds- with the implementation of AdvanceSTEM, focus was placed on the student learning section of the rigor rubric.

AMO #3 Reclassification Information: 2023-24SY

AMO #4 CA School Dashboard & ELPAC

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.

Tier I Instructional

- (Site Implementation Team) Instructional Learning Team & Admin will continue to facilitate PD on implementation of Advance STEM strategies including student collaboration, student academic discourse and student questioning focusing on the 'student learning' section of the rubric.
- 100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work. Sense Making Notebooks, Implement 5E Lesson Design, Lesson Studies and Science Talks.

Tier II & Tier III Instructional

- Instructional paras support full day TK and kindergarten classes and students needing additional support for Tier II Interventions (District funded)
- Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)
- One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF- supplemental \$16,588.00)

## Technology

- Site will purchase replacement technology that falls on site responsibility.
- Grades TK-3 utilized laptop carts with individual student devices. Students in grades 4 and 5 were able to take their devices home this year.

## Tier II & Tier III Instructional

- Teachers will identify students that are Tier II candidates based on Common Formative Assessments and provide Tier II interventions for students in areas of need.
- Teachers will identify students that are potential Tier III candidates for additional services and complete a documented, administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher
- Students receiving intervention services from paras will be identified and re-assessed through Common Formative Assessments from their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their students within their classrooms per California Standards for the Teaching Profession.
- SST meetings held for students not making progress/not meeting goals on their intervention plans.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff. <https://secure.doc-tracking.com/v2/Home/DocumentEdit.aspx?t=172688>

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

- Decrease amount of suspendable offenses
- Decrease suspensions for unhoused students
- Increase parent engagement in surveys & attendance at community events
- Increase administration communication with parents in variety of formats
- Increase support for those students needing social and emotional interventions

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SARB Letters and Meetings	Letter 1 - 68 Letter 2 - 26 Letter 3 - 10 School Site SARB Meetings - 36 SARB Hearings - 3	Letters and Meetings to decrease by 5%
Aeries Report on Parent Emails	As of March 2024, 100% of HES students have at least one parent with an email address in Aeries.	100% of students will have at least one parent with an email address listed in Aeries.
Referral & Suspension Data via Aeries	2022-23 161 referrals issued for major citations resulting in progressive discipline from a warning and phone call, consequences and conference with a parent.  80 total days of suspension from 27 students  No students expelled.	Fewer suspendable offenses and zero expulsions. Decrease amount of students being suspended multiple times by 1%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2023-24</p> <p>77 referrals issued for major citations resulting in progressive discipline from a warning and phone call, consequences and conference with a parent.</p> <p>83 total days of suspension from 15 students</p> <p>No students expelled.</p>	
LCAP Survey Results	<p>Hirsch LCAP Climate Results 2022-23</p> <p>93.65% Favorable among Parents</p> <p>84.7% Favorable among Students</p> <p>90.12% Favorable among Staff</p> <p>Hirsch LCAP Safety Results 2021-22</p> <p>96.20% Favorable among Parents</p> <p>82.83% Favorable among Students</p> <p>97.22% Favorable among Staff</p>	LCAP Results in Climate & Safety to remain above 80% in all stakeholder groups.

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

Support Students socially and emotionally during the school day.

##### Student Support

- District funds utilized for 2 days Mental Health Counseling & students referred to mental health support - Hirsch received services 5 days a week in 2023-2024, but only received 3 days a week in 2022-2023 due to lack of staff. We are hopefully going to increase our 2 days to 4 days a week.

- Boys and Girls Club organized lunch activities (\$13,500), three additional adults to help with activities, structure and supervision to help reduce lunch recess fights leading to suspensions.
- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Positive Behavior Supports, this includes meeting 1:1 with all students who had a suspension the previous year. Part of the 1:1 student and admin meeting will consist in offering additional supports to unhoused students.
- Updated Referral System - -new minor referral paperwork
- Progressive Discipline Model Followed
- Tier II Interventions for Continuous Behaviors
- Utilize Office of Prevention Services supports for Foster & Homeless populations
- Proud Patriot Tickets to reinforce good behavior school wide
- Welcome Back Assemblies
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures

### Staff Climate & Support

- Sunshine Committee
- ERM Staff celebrations and recognition
- Beginning of each trimester staff celebration
- Breakfasts and Luncheons
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation days

### 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)

13500

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Support Families in understanding the school environment and having opportunities to participate in and access all school events.

#### Family Engagement & Support

- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework AND/OR parent evening highlighting academic strategies that can be used at home.
- 100% of Parents have an email in Aeries Data Confirmation

- Translators provided for meetings (\$200)
- Parent/Teacher Conferences
- Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance
- Require Parent Volunteer Clearance
- Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation.
- School Site Council meetings
- HPTO Meetings
- HPTO Events- Family Education Nights (\$200), Movie Nights, Parent PIQE (District Funded Workshop)
- Parent Liaison Outreach & Engagement
- Host parent group meetings such as parent volunteers, SSC, ELAC, PIQE, and Cafecito and offer child care- \$200
- An additional \$4,292 have been allocated for Unexpected expenditure likely in this Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
200	Title I
200	Title I
4292	Title I

# Annual Review

**SPSA Year Reviewed: 2023-24**

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.

Most of the actions steps above were implemented in the 2022-2023 School Year, with the exception of holding a parent evening highlighting academic strategies that can be used at home. This educational nights did not take place in 2023-2024 either. But have been calendared for 2024-2025.

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

- 2023-24 - Proud Patriot Tickets to reinforce good behavior school wide - students were able to mix at the Proud Patriot lunch table on Fridays again.
- 2023-24 - Assemblies resumed to rounds of applause form parents.
- 2023-24 - Hirsch has gone from having three noon supervision assistant at the beginning of the year, to now being fully staffed at five. Adjusted Yard Duty Schedule to include staff at particular stations both outside on the playground and inside the cafeteria for better coverage increasing safety.

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.

Goal and action steps will remain the same, however metrics are being adjusted to be more easily obtained and monitored throughout the year.

#### Student Support

- District funds utilized for 5 days Mental Health Counseling & students referred to mental health support - at Hirsch, we did not have a counselor for a couple months due to staffing shortages. We hope this is non an issue next year.
- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Proud Patriot Assemblies/Recognition for Character Counts, Welcome Back Assemblies,

#### Parent Engagement & Support

- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework/parent evening highlighting academic strategies that can be used at home.
- Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation,
- HPTO Events- Family Nights, Movie Nights, Dances

#### Staff Climate & Support

- Breakfasts and Luncheons
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation day

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.  
 LCAP Goal 2: Provide a safe and equitable learning environment for all students and staff.

## Goal 3

Decrease Percentage of Students with Chronic Absenteeism

## Identified Need

Hirsch Elementary's Chronic Absenteeism rating is lower than the TUSD rating of 32.1%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Chronic Absenteeism	2020-21 9.7% of students were chronically absent from school. This reflects a decrease of 0.4% 2021-22 27% of students were chronically absent from school. This reflects an increase of 17.3%. 2022-23 24.6% of students were chronically absent from school. This reflects a decrease of 2.4% .	Decrease Percent of students chronically absent on California Schools Dashboard to pre-pandemic levels or below.
CA School Dashboard Chronic Absenteeism	Students chronically absent 2022 Subgroup Designation Percent English Learners V. High 25.5 Hispanic V. High 30.2 Homeless V. High 32.8 Two or more races V. High 27.1	Decrease the percent of students chronically absent in each subgroup on the California Schools Dashboard to pre-pandemic levels or below.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socio economically disadvantaged V. High 34.9 Students with disabilities V. High 23.2 White V. High 30.2 Asian High 16  Students Chronically Absent 2023 by Subgroup: English Learners -High at 24% Hispanic - Medium at 23.5% Homeless -Medium at 44.4% Two or more races - High at 20.8% Socio economically disadvantaged -Medium at 30.2% Students with disabilities - V. High at 28% White - Medium at 26.6% Asian - V. High 24%	

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, Chronically Absent Students, Students Chronically Tardy

#### Strategy/Activity

To encourage families to have their students in school and to encourage students to be in school every day.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process
- Pre-SARB letters generated & mailed
- Administration schedules conferences for meeting dates after the letters are printed.
- SART & Attendance Intervention Plan w/parents developed at meeting
- Chronic Offenders referred to SARB Hearing
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at end of each Trimester Assembly

### 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)

0

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

Most of the actions steps listed above were implemented this 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.

- Perfect Attendance Recognition in T3 assembly will occur in May.

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.

Goal and action steps will remain the same as implemented this year with the exception of recognizing perfect attendance at the end of each of the three trimesters.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process
- Pre-SARB letters generated & mailed
- Administration schedules conferences for meeting dates after the letters are printed.
- SART & Attendance Intervention Plan w/parents developed at meeting
- Chronic Offenders referred to SARB Hearing
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at end of each trimester assembly.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,764.00

## 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	\$33,967.00

Subtotal of additional federal funds included for this school: **\$33,967.00**

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 (\$)
District Funded	\$0.00
LCFF	\$17,873.00
LCFF - Supplemental	\$46,924.00

Subtotal of state or local funds included for this school: **\$64,797.00**

Total of federal, state, and/or local funds for this school: **\$98,764.00**

# 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
Elisavet Barajas	Principal
Lisa Rodrigues	Classroom Teacher
Stephanie Baxter	Classroom Teacher
Jody Price	Classroom Teacher
Pablo Pinedo	Other School Staff
Nooria Parsa Faizi	Parent or Community Member
Okeiliah Williams	Parent or Community Member
Jessica Huggins	Parent or Community Member
Yvonne Salvador	Parent or Community Member
Parveen Kaur Sekhon	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**

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 May 1, 2024.

Attested:

Two handwritten signatures in blue ink. The top signature is a cursive 'E' followed by a horizontal line. The bottom signature is a cursive 'O' followed by a horizontal line.

Principal, Elisavet Barajas on May 1, 2024

SSC Chairperson, Okeilah Williams on May 1, 2024

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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