



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cherryland Elementary School	01611926000913	04/16/2024	05/22/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Cherryland Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Cherryland Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Cherryland made small gains in many areas in 2023 according to our CAASPP data and school dashboard. However, the school still faces resource inequities. One such inequity relates to the resources available equally to both SEI and BA programs. The BA programs has paraeducator support that works with small groups regularly. We have seen growth and progress with our students in BA. Our students in SEI have not seen that growth. SEI classes are not receiving extra paraeducator support. Another inequity relates to the level of supplemental materials we have available for a school that is more than 50% Bilingual Alternative education. Traditionally supplemental materials have primarily focused on English language support or have been evenly split between Sheltered English Immersion programs and Bilingual

Alternative programs. This is inequitable in that the Bilingual Alternative program requires materials in two languages and therefore more materials. Another inequity identified within our California dashboard and SPSA is the achievement of African American students and the lack of direct support for this subgroup. Another inequity at Cherryland is addressing the needs of the high level of unhoused students, students in foster care, low income students, socioeconomically disadvantaged, other at risk students. Because of this, Cherryland has embraced the community school approach to providing services and supports to families and students. However, the ability to support this effort through the SPSA has been limited by significant budget reductions, and such a high academic need. The COVID 19 epidemic has also created further inequities within the school community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Our English Language Learners have maintained their progress in Math, but are still in the red. In Math as well, our Socioeconomically disadvantaged students and students with disabilities are both in the orange and have increased and/or increased significantly. Our students with disabilities, African American students, and students who are more than two races have declined, but are still in the orange with the chronic absenteeism. The dashboard states that our suspension rates and the ELA Placement scores have affected all of our students as all groups are in the red or orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

"All students" group are in the yellow in Math; the other student groups are in the red and orange. In ELA, there is not a significant difference in all students. With the Suspension rate, students with disabilities as well as African American are in the very high level compared to all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Cherryland is a large elementary school with over 50% of the students in Multilingual classes. We have a large percentage of students who are learning English as a second language. We strive to support these students during class with designated and integrated ELD.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cherryland Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	5.2%	5.32%	5.43%	41	39	49
Asian	2.2%	3.55%	2.99%	17	26	27
Filipino	2.3%	2.05%	2.66%	18	15	24
Hispanic/Latino	83.0%	82.67%	81.84%	654	606	739
Pacific Islander	1.0%	1.50%	1.66%	8	11	15
White	1.9%	1.09%	1.55%	15	8	14
Multiple/No Response	4.2%	3.68%	3.77%	33	27	34
Total Enrollment				788	733	903

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	123	105	141
Grade 1	115	92	113
Grade 2	104	112	104
Grade3	114	101	148
Grade 4	107	111	120
Grade 5	116	107	143
Grade 6	109	105	134
Total Enrollment	788	733	903

Conclusions based on this data:

1. Cherryland is a very diverse school with a majority of students that are Hispanic/Latinx, which is about 80% of our population.
2. Cherryland's enrollment has increased over the three years, with last year having a large jump in the number of students.
3. Across the three years, there has been an increase of the number of students in all of the grade levels.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

Conclusions based on this data:

1. In the past year, Cherryland has had an increase in the total number of English Language Learners from 406 to 478.
2. Cherryland has reclassified students this past year, but they are not reflected in these numbers.
3. Cherryland had an increase in the number of Fluent English Proficient Students from 2021 - 22 to 2022 - 23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	116	101	144	0	99	141	0	99	141	0.0	98.0	97.9
Grade 4	109	115	126	0	110	126	0	110	126	0.0	95.7	100.0
Grade 5	118	112	145	0	104	137	0	104	137	0.0	92.9	94.5
Grade 6	108	107	132	0	104	126	0	104	126	0.0	97.2	95.5
All Grades	451	435	547	0	417	530	0	417	530	0.0	95.9	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.	2373.		7.07	9.93		20.20	21.99		15.15	21.99		57.58	46.10
Grade 4		2386.	2401.		1.82	7.14		16.36	15.08		22.73	20.63		59.09	57.14
Grade 5		2446.	2422.		4.81	4.38		27.88	15.33		16.35	24.82		50.96	55.47
Grade 6		2487.	2466.		4.81	3.97		28.85	19.05		28.85	33.33		37.50	43.65
All Grades	N/A	N/A	N/A		4.56	6.42		23.26	17.92		20.86	25.09		51.32	50.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.07	4.26		50.51	65.96		42.42	29.79
Grade 4		2.73	3.17		65.45	59.52		31.82	37.30
Grade 5		6.73	3.65		62.50	56.20		30.77	40.15
Grade 6		5.77	3.97		53.85	46.83		40.38	49.21
All Grades		5.52	3.77		58.27	57.36		36.21	38.87

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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		5.05	8.51		45.45	48.23		49.49	43.26
Grade 4		2.73	8.73		50.91	42.86		46.36	48.41
Grade 5		6.73	2.19		44.23	42.34		49.04	55.47
Grade 6		6.73	4.76		57.69	49.21		35.58	46.03
All Grades		5.28	6.04		49.64	45.66		45.08	48.30

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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		7.07	7.80		70.71	68.79		22.22	23.40
Grade 4		0.91	4.76		64.55	61.11		34.55	34.13
Grade 5		10.58	8.03		77.88	68.61		11.54	23.36
Grade 6		10.58	6.35		68.27	73.02		21.15	20.63
All Grades		7.19	6.79		70.26	67.92		22.54	25.28

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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		3.03	10.64		55.56	58.87		41.41	30.50
Grade 4		0.91	8.73		61.82	64.29		37.27	26.98
Grade 5		9.62	7.30		63.46	57.66		26.92	35.04
Grade 6		17.31	15.87		57.69	61.11		25.00	23.02
All Grades		7.67	10.57		59.71	60.38		32.61	29.06

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Conclusions based on this data:

1. Reviewing Cherryland's overall performance in ELA, there were about 10% of students who exceeded the standard in all grade levels.
2. From year to year, Cherryland had similar percentages in the reading claim for ELA from 2021-2022 to 2022-2023 school years.
3. In Research and Inquiry, there was great growth with students who scored above standard in most of the grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	116	101	144	0	99	143	0	99	143	0.0	98.0	99.3
Grade 4	109	115	126	0	113	125	0	113	125	0.0	98.3	99.2
Grade 5	118	112	145	0	107	142	0	107	142	0.0	95.5	97.9
Grade 6	108	107	132	0	105	130	0	105	130	0.0	98.1	98.5
All Grades	451	435	547	0	424	540	0	424	540	0.0	97.5	98.7

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2371.	2389.		4.04	8.39		19.19	17.48		26.26	33.57		50.51	40.56
Grade 4		2383.	2400.		1.77	0.80		7.08	14.40		18.58	30.40		72.57	54.40
Grade 5		2410.	2389.		0.93	1.41		2.80	2.82		20.56	16.20		75.70	79.58
Grade 6		2439.	2437.		0.95	3.08		9.52	9.23		31.43	21.54		58.10	66.15
All Grades	N/A	N/A	N/A		1.89	3.52		9.43	10.93		24.06	25.37		64.62	60.19

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.06	7.69		41.41	48.25		52.53	44.06
Grade 4		2.65	4.00		22.12	36.80		75.22	59.20
Grade 5		1.87	0.70		24.30	19.72		73.83	79.58
Grade 6		1.92	1.54		37.50	29.23		60.58	69.23
All Grades		3.07	3.52		30.97	33.52		65.96	62.96

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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		7.07	11.89		39.39	40.56		53.54	47.55
Grade 4		2.65	4.00		30.97	37.60		66.37	58.40
Grade 5		0.93	2.11		42.99	35.21		56.07	62.68
Grade 6		1.90	3.85		45.71	42.31		52.38	53.85
All Grades		3.07	5.56		39.62	38.89		57.31	55.56

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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		9.09	9.79		53.54	62.24		37.37	27.97
Grade 4		2.65	4.00		39.82	57.60		57.52	38.40
Grade 5		1.87	0.00		49.53	40.85		48.60	59.15
Grade 6		3.81	2.31		58.10	55.38		38.10	42.31
All Grades		4.25	4.07		50.00	53.89		45.75	42.04

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Conclusions based on this data:

1. In overall Math achievement, a majority of our Cherryland students are not meeting the standards.
2. The most significant improvements for Cherryland were with the students who scored at or near standard in all of the claims.
3. In all of the claims, our students maintained or slightly increased in above standard section.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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
K	1391.6	1396.3	1395.4	1415.9	1404.6	1402.9	1334.8	1376.8	1377.8	82	80	100
1	1403.7	1405.5	1415.7	1428.6	1430.6	1423.3	1378.4	1380.0	1407.8	75	60	73
2	1448.9	1438.0	1435.2	1477.5	1447.4	1448.9	1419.8	1428.1	1421.1	65	69	65
3	1479.9	1467.8	1475.7	1498.2	1469.5	1477.2	1461.2	1465.6	1473.7	71	50	71
4	1500.8	1496.6	1503.9	1506.9	1500.7	1507.1	1494.3	1492.1	1500.3	57	68	56
5	1527.0	1518.6	1526.5	1527.8	1518.4	1524.4	1525.7	1518.2	1528.2	43	52	66
6	1506.1	1538.3	1528.3	1499.9	1538.8	1523.1	1511.8	1537.2	1532.8	37	32	47
All Grades										430	411	478

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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
K	7.32	5.00	7.00	35.37	31.25	24.00	25.61	28.75	39.00	31.71	35.00	30.00	82	80	100
1	9.33	3.33	12.33	25.33	8.33	13.70	25.33	41.67	23.29	40.00	46.67	50.68	75	60	73
2	18.46	5.80	0.00	23.08	31.88	20.00	24.62	31.88	46.15	33.85	30.43	33.85	65	69	65
3	7.04	8.00	15.49	32.39	30.00	26.76	39.44	28.00	23.94	21.13	34.00	33.80	71	50	71
4	7.14	16.18	19.64	50.00	36.76	32.14	32.14	26.47	33.93	10.71	20.59	14.29	56	68	56
5	18.60	17.31	33.33	41.86	48.08	27.27	25.58	19.23	24.24	13.95	15.38	15.15	43	52	66
6	10.81	37.50	36.17	29.73	37.50	25.53	40.54	12.50	14.89	18.92	12.50	23.40	37	32	47
All Grades	10.72	11.19	16.11	33.33	31.39	23.85	29.84	28.22	30.33	26.11	29.20	29.71	429	411	478

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	17.07	12.50	13.00	41.46	27.50	24.00	14.63	21.25	31.00	26.83	38.75	32.00	82	80	100
1	29.33	10.00	16.44	20.00	31.67	23.29	25.33	33.33	27.40	25.33	25.00	32.88	75	60	73
2	38.46	23.19	4.62	26.15	27.54	44.62	18.46	23.19	33.85	16.92	26.09	16.92	65	69	65
3	39.44	26.00	33.80	39.44	28.00	26.76	5.63	22.00	12.68	15.49	24.00	26.76	71	50	71
4	39.29	39.71	41.07	44.64	39.71	37.50	7.14	5.88	7.14	8.93	14.71	14.29	56	68	56
5	48.84	40.38	48.48	37.21	42.31	33.33	4.65	3.85	3.03	9.30	13.46	15.15	43	52	66
6	29.73	56.25	42.55	24.32	21.88	31.91	27.03	6.25	2.13	18.92	15.63	23.40	37	32	47
All Grades	33.33	27.01	26.57	33.57	31.63	30.75	14.69	17.52	18.62	18.41	23.84	24.06	429	411	478

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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
K	1.22	2.50	3.00	4.88	15.00	18.00	46.34	58.75	57.00	47.56	23.75	22.00	82	80	100
1	5.33	3.33	8.22	18.67	1.67	5.48	14.67	11.67	27.40	61.33	83.33	58.90	75	60	73
2	13.85	4.35	1.54	16.92	18.84	13.85	13.85	36.23	18.46	55.38	40.58	66.15	65	69	65
3	0.00	4.00	8.45	14.08	16.00	12.68	40.85	24.00	26.76	45.07	56.00	52.11	71	50	71
4	3.57	2.94	10.71	14.29	26.47	16.07	53.57	22.06	26.79	28.57	48.53	46.43	56	68	56
5	13.95	3.85	24.24	11.63	26.92	10.61	58.14	48.08	30.30	16.28	21.15	34.85	43	52	66
6	2.70	9.38	17.02	18.92	40.63	25.53	37.84	31.25	27.66	40.54	18.75	29.79	37	32	47
All Grades	5.36	3.89	9.62	13.75	19.22	14.23	36.36	34.31	32.64	44.52	42.58	43.51	429	411	478

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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
K	10.98	12.50	6.00	64.63	67.50	65.00	24.39	20.00	29.00	82	80	100
1	33.33	10.00	13.70	48.00	60.00	60.27	18.67	30.00	26.03	75	60	73
2	20.00	10.14	4.62	63.08	57.97	75.38	16.92	31.88	20.00	65	69	65
3	19.72	20.00	21.13	57.75	50.00	46.48	22.54	30.00	32.39	71	50	71
4	21.43	36.76	23.21	64.29	45.59	57.14	14.29	17.65	19.64	56	68	56
5	16.28	11.54	21.21	74.42	73.08	56.06	9.30	15.38	22.73	43	52	66
6	10.81	9.38	10.64	48.65	68.75	59.57	40.54	21.88	29.79	37	32	47
All Grades	19.58	16.30	13.81	59.91	59.85	60.25	20.51	23.84	25.94	429	411	478

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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
K	26.92	20.00	24.00	44.87	41.25	40.00	28.21	38.75	36.00	78	80	100
1	25.68	30.00	32.88	44.59	43.33	27.40	29.73	26.67	39.73	74	60	73
2	50.77	46.38	43.08	32.31	28.99	36.92	16.92	24.64	20.00	65	69	65
3	71.43	40.00	40.85	14.29	36.00	29.58	14.29	24.00	29.58	70	50	71
4	67.86	47.06	58.93	23.21	38.24	25.00	8.93	14.71	16.07	56	68	56
5	79.07	78.85	74.24	9.30	5.77	10.61	11.63	15.38	15.15	43	52	66
6	51.35	78.13	68.09	32.43	6.25	12.77	16.22	15.63	19.15	37	32	47
All Grades	50.59	44.77	45.82	30.26	31.14	27.62	19.15	24.09	26.57	423	411	478

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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
K	3.66	3.75	5.00	48.78	67.50	68.00	47.56	28.75	27.00	82	80	100
1	20.00	5.00	9.59	22.67	8.33	15.07	57.33	86.67	75.34	75	60	73
2	21.54	11.59	4.62	30.77	47.83	27.69	47.69	40.58	67.69	65	69	65
3	0.00	4.00	5.63	38.03	24.00	29.58	61.97	72.00	64.79	71	50	71
4	3.57	2.94	5.36	51.79	38.24	37.50	44.64	58.82	57.14	56	68	56
5	11.63	3.85	16.67	58.14	59.62	37.88	30.23	36.54	45.45	43	52	66
6	5.41	0.00	8.51	27.03	59.38	40.43	67.57	40.63	51.06	37	32	47
All Grades	9.56	4.87	7.74	39.16	43.80	38.28	51.28	51.34	53.97	429	411	478

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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
K	4.88	26.25	31.00	34.15	53.75	38.00	60.98	20.00	31.00	82	80	100
1	5.33	1.67	13.70	29.33	28.33	36.99	65.33	70.00	49.32	75	60	73
2	10.77	5.80	3.08	29.23	39.13	40.00	60.00	55.07	56.92	65	69	65
3	5.63	22.00	18.31	50.70	52.00	46.48	43.66	26.00	35.21	71	50	71
4	1.79	26.47	39.29	75.00	44.12	35.71	23.21	29.41	25.00	56	68	56
5	16.28	30.77	46.97	76.74	50.00	22.73	6.98	19.23	30.30	43	52	66
6	10.81	43.75	48.94	75.68	43.75	29.79	13.51	12.50	21.28	37	32	47
All Grades	7.23	20.68	27.62	48.48	44.53	36.19	44.29	34.79	36.19	429	411	478

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Cherryland's number of English Language Learners has increased from year to year.
2. Listening and Speaking tend to be Cherryland's strongest domains on the ELPAC and Reading and Writing are the domains that are challenging.
3. Cherryland has seen dramatic increase in growth in the upper grades in many of the domains.

School and Student Performance Data

California School Dashboard 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
903	80	52.9	0.4
Total Number of Students enrolled in Cherryland Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	478	52.9
Foster Youth	4	0.4
Homeless	17	1.9
Socioeconomically Disadvantaged	722	80
Students with Disabilities	85	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	5.4
Asian	27	3
Filipino	24	2.7
Hispanic	739	81.8
Two or More Races	34	3.8
Pacific Islander	15	1.7
White	14	1.6

Conclusions based on this data:

- Cherryland has 80%, which is a significant number of students that are socioeconomically disadvantaged.

2. Cherryland has about 53% English Language Learners, which is a significant number of students.
3. Cherryland has a significant number of English Language Learners, socioeconomically disadvantaged, students with disabilities, African American, Latinx, and BIPOC and no American Indian or Pacific Islanders.

School and Student Performance Data

Overall Performance

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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
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. English Language Arts and our Suspension rates were our most significant areas in need of improvement as they were both very low.
2. Mathematics and Chronic Absenteeism are areas of concern as they are still in the yellow area.
3. Our English Language Learners have made progress and are in the green on the Dashboard, showing progress.

School and Student Performance Data

Academic Performance English Language Arts

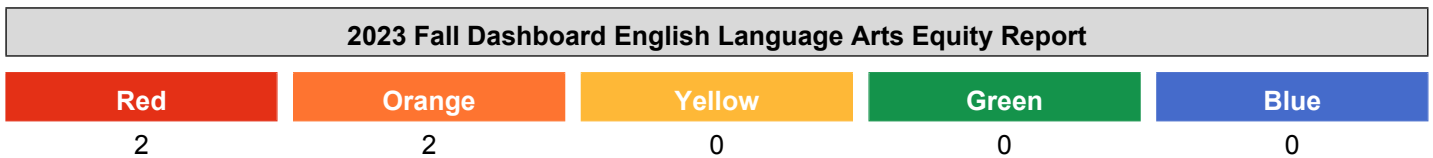
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>66.3 points below standard</p> <p>Maintained -1.1 points</p> <p>509 Students</p>	<p>English Learners</p>  <p>Red</p> <p>83.9 points below standard</p> <p>Maintained -1.5 points</p> <p>305 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>178.6 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>70.4 points below standard</p> <p>Maintained +0.9 points</p> <p>425 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>105.9 points below standard</p> <p>Increased Significantly +17.8 points</p> <p>66 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>77.8 points below standard</p> <p>Decreased Significantly - 15.9 points</p> <p>36 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>113.1 points below standard</p> <p>Decreased Significantly - 39.6 points</p> <p>16 Students</p>	<p>31.3 points below standard</p> <p>16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>67.2 points below standard</p> <p>Maintained -0.4 points</p> <p>402 Students</p>	<p>11.7 points below standard</p> <p>Increased Significantly +45.9 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

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
<p>108.6 points below standard</p> <p>Maintained -1.9 points</p> <p>219 Students</p>	<p>21.2 points below standard</p> <p>Decreased -9 points</p> <p>86 Students</p>	<p>45.7 points below standard</p> <p>Maintained +2 points</p> <p>173 Students</p>

Conclusions based on this data:

1. Our English Language Learners and Socioeconomically Disadvantaged students are in the red on the dashboard, but have maintained their scores.
2. All students are in the orange and have maintained their ELA scores.
3. Students with disabilities are in the orange and have increased significantly.

School and Student Performance Data

Academic Performance Mathematics

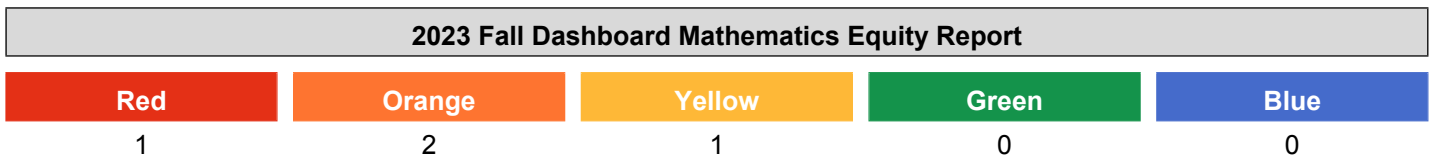
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p>All Students</p>  Yellow 94 points below standard Increased +4.1 points 506 Students	<p>English Learners</p>  Red 102 points below standard Maintained +2.4 points 304 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>153.5 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 95.3 points below standard Increased +9 points 422 Students	<p>Students with Disabilities</p>  Orange 138 points below standard Increased Significantly +15.4 points 66 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
115.4 points below standard Increased Significantly +15.5 points 36 Students	 No Performance Color 0 Students	126.1 points below standard Decreased Significantly - 26.6 points 16 Students	69.4 points below standard 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.7 points below standard Increased +4.4 points 400 Students	57.3 points below standard Increased Significantly +37 points 22 Students	Less than 11 Students 9 Students	Less than 11 Students 7 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
113.8 points below standard Increased +4.6 points 218 Students	72 points below standard Decreased -8.6 points 86 Students	86.9 points below standard Increased +9.3 points 171 Students

Conclusions based on this data:

1. English Language Learners are in the red, but have maintained their progress in Mathematics.
2. In Math, our Socioeconomically disadvantaged students are in the orange, but have increased their performance.
3. Students with disabilities in Math have increased significantly, but are still in the orange.

School and Student Performance Data

Academic Performance English Learner Progress

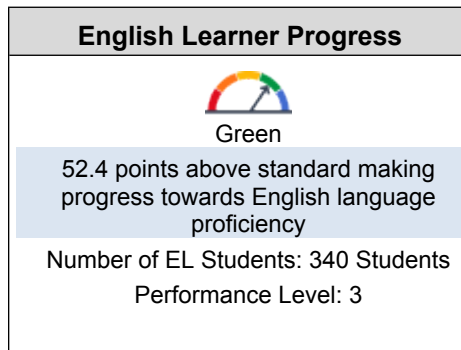
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
38	124	0	178

Conclusions based on this data:

1. A majority of our English Language Learners are making progress towards reclassification as per the 2023 Fall dashboard EL Progress Indicator.
2. The 2023 Fall Dashboard Student English Language Acquisition Results show a significant group of students who have maintained their English language acquisition.
3. There is a large group of 178 students who have increased at least one level.

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.

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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		
All Students Yellow 46.1% Chronically Absent Declined Significantly -19.5 954 Students	English Learners Yellow 45.5% Chronically Absent Declined Significantly -20.1 560 Students	Foster Youth Less than 11 Students 4 Students
Homeless 43.6% Chronically Absent 0 39 Students	Socioeconomically Disadvantaged Yellow 47.1% Chronically Absent Declined Significantly -20.7 787 Students	Students with Disabilities Orange 52.6% Chronically Absent Declined -14.4 114 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 40.8% Chronically Absent Declined -25.1 49 Students	 No Performance Color 0 Students	31% Chronically Absent Declined -2.3 29 Students	24% Chronically Absent Declined -17.2 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47% Chronically Absent Declined Significantly -20.1 781 Students	 Orange 38.9% Chronically Absent Declined -25.6 36 Students	82.4% Chronically Absent Declined -9.3 17 Students	58.8% Chronically Absent 0 17 Students

Conclusions based on this data:

1. 2023 data shows that overall Cherryland has a high percentage of students with chronic absenteeism. We have tried to work on this during the school year by communicating to families more often.
2. The data shows the largest decrease in Chronic Absenteeism was in the African American and Hispanic student subgroups.
3. About 45% of our students declined significantly and are chronically absent. We are trying to work with the students who fall in this category, to help support them and their attendance at school.

School and Student Performance Data

Conditions & Climate Suspension Rate

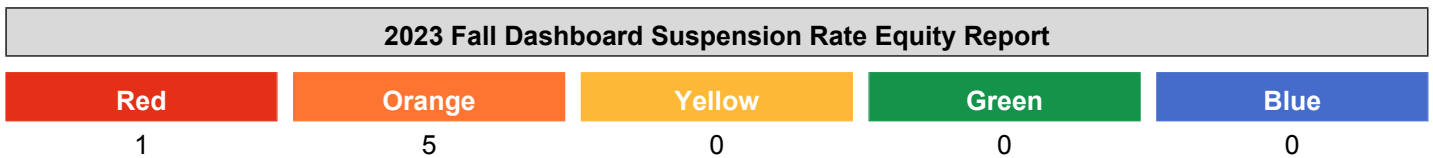
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>All Students</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.1 978 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.2 575 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>4.7% suspended at least one day</p> <p>Increased 4.7 43 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.6 798 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 3.4 118 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 8% suspended at least one day Increased 3.9 50 Students	 No Performance Color 0 Students	0% suspended at least one day Declined -3.4 29 Students	4% suspended at least one day Declined -1.6 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3% suspended at least one day Increased 1 800 Students	 Orange 2.8% suspended at least one day Increased 2.8 36 Students	5.9% suspended at least one day Increased 5.9 17 Students	4.8% suspended at least one day 21 Students

Conclusions based on this data:

1. At Cherryland, about 2 percent of all students are suspended, which is a small percentage of our whole population.
2. Cherryland's suspension rate increased in most of the subgroups.
3. Eight percent of our African American subgroup have been suspended at least one day. Compared to all of the other subgroups, that percentage is higher.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

- 2 Implementation of State Standards

LCAP Goal:

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

The primary source of Data is the 2023 California Assessment of Student Performance and Progress (CAASPP) results including a subgroup analysis of Special Education (SPED), African American (AA), English learners (EL), students in foster care and Latinx students. Formative Assessment Data, ELPAC, and the 2023 English Language proficiency assessments for California (ELPAC), and Interim CAASPP Assessments.

Group data to be collected to measure gains:

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

Strategy:

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

Response to Intervention (RTI)

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

Professional Development

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

Purchase Supplemental Reading Materials

1. Provide funds for classroom libraries
2. Provide online programs to support individual/ grade level needs
2. Engage all Educational Partners (ELAC, SSC, AASAI, Admin, Teachers, Staff, Students and Parents)

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

African American Students, Special Ed Students, English Language Learners, Student who have not met or nearly met the standard for ELA, socioeconomically disadvantaged students, Latinx, and BIPOC

Anticipated annual growth for each group:

By 2023 the percentage of all students meeting the standard in reading language arts will increase from 24% to a minimum of 34%. There will also be an improvement in the distance from meeting the standard and color band in the California Dashboard for each the subsequent subgroups :

English learners will improve from red to orange moving from -71 to -55 average distance from meeting the standard.

African American will improve from -75 to -65 average distance from meeting the standard.

Latinx students will improve from orange to yellow moving from -58 to -48 average distance from meeting the standard.

Special Education Students will improve from orange to yellow moving from -71 to -55 average distance from meeting the standard.

Socio Economically Disadvantaged students will improve from red to orange moving from -71 to -55 average distance from meeting the standard.

Means of evaluating progress toward this goal:

CAASPP 2023, Formative Assessment Data, ELPAC, BAS, BPST, Interim CAASPP Assessments.

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

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

What did the analysis of the data reveal that led you to this goal?

The Cherryland student population was about 6% exceeding the standard, 18% meeting the standard, 26% nearly meeting the standard and 50% not meeting the standard in the year 2023 on the ELA CAASPP Exam. The various subgroups identified as target subgroups performed at similar or lower levels.

Which Educational Partners were involved in analyzing data and developing this goal?

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	24% of all 3rd - 6th graders met/ exceeded standards in 2023	30% met / exceeded for 2024
Fastbridge (K-2 English)	22% of K-2 SEI students were on track or at low risk	35% of K-2 students will be on track or at low risk
Fastbridge (K-2 Spanish)	33% of K-2 Bilingual students were on track or at low risk	40% of K-2 Bilingual students were on track or at low risk

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. There will also be opportunities for teachers to share data with staff, families, and administration. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in ELA.	All students will increase their mastery of ELA standards.	8167 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 2793.12 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring/ Study Smart Tutors 6305 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 1940.63 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Flocabulary

			6900 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Lexia 2497.13 Title I 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring/ Study Smart Tutors 13165 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 4000 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plan 14000 Title I 4000-4999: Books And Supplies Materials and Supplies 6900 Title I 5800: Professional/Consulting Services And Operating Expenditures Lexia
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to utilize the paraeducator with our ELL students, which we saw progress with them in the data. This progress was not reflected with our SEI students due to the fact that they do not have an extra person or support with their reading skills or intervention.

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

Some of the teachers provided RTI after-school tutoring to support students in reading, writing, and Math. Not enough of our teachers were able to provide this tutoring to our 900 + students Cherryland has. The teachers and staff used Lexia and Flocabulary, online programs, to support the needs of each classroom. We were able to see the growth and progress on these online programs.

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.

Since we saw growth in our EL students, we hope to have a paraeducator work with our SEI classes. This would allow all of our students to be supported by a paraeducator to increase their skills and improvement in ELA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century Success for Math

All students will master the Common Core standards in Math or demonstrate growth towards mastery. The number of students who attain proficiency or advanced will increase by a minimum of 10% in Math based on the 2023 CAASPP results. The number of students scoring below basic will decrease by a minimum of 5% in Math based on the 2023 CAASPP results. Overall each subgroup will reduce the average distance from meeting the standard by 10 points as evidenced by the California dashboard on the 2023 CAASPP exam. (All students: English Language Learners, Socioeconomically disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups)

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- 2023 CAASPP Math Summative Assessment Subgroup analysis (SPED, AA, EL, Latinx)
- 2023 Cherryland School Dashboard from the California Department of Education

Group data to be collected to measure gains:

- 2023 School Year CAASPP Math Results aggregated by subgroup
- Summative data from targeted strategic interventions
- Teacher afterschool interventions
- Intervention and learning programs such as IXL, Lexia, etc.
- Data from program used by ELL specialists.

Strategy:

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

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

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

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

What did the analysis of the data reveal that led you to this goal?

- 60% of the students who took the CAASPP exam in May of 2023, did not meet or exceed the Math standard.

Which Educational Partners were involved in analyzing data and developing this goal?

- Certificated and Classified staff
- Parents
- SSC
- AASAI
- ELAC
- SBDM
- PTO
- ILT

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	15% of all the 3rd - 6th Grade students met/ exceeded standard in 2023	20% of all the 3rd - 6th grade students will meet/ exceed standard in 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. The school will also provide more help from a paraeducator as well as supplemental programs. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in Math.	All students at Cherryland need support in Math standards to master their knowledge. Working in small groups, working with an additional person, and working with a supplemental program will hopefully support their needs to master these standards.	2792 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring/ Study Smart Tutors 5806 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 8166 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bilingual/ Biliterate 8000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs 2497 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring/ Study Smart Tutors 13164.50 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 14500 Title I 4000-4999: Books And Supplies Materials and supplies 5500 Title I 1000-1999: Certificated Personnel Salaries Release days for teachers 4000 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries

			Sub coverage for SST, 504 Plan, IEPs 5500 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Release days for teachers
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We feel that this has been moderately effective. Teachers were able to receive supplemental materials to support the needs of their students within their classroom. We were also able to meet regularly with families, staff, and admin to discuss progress of students.

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

RTI was only done by a handful of teachers after school, reaching only a few of our students. We will need to look at reaching a larger amount of students next year with RTI or after school tutoring to help support the needs in Math.

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.

Teachers would like to have more time to work with their grade levels to plan and assess data from the students work. Working with grade levels, would allow more comprehensive lesson plans to be created.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- ELPAC Scores from the Spring of 2023, CAASPP trend data.
- . HUSD and Cherryland administered the ELPAC in person the past two years.
- ELPAC 2024 data to be used
- We will use the data and results from this new assessment to adjust this goal in the 2023-24 school year.
- Reclassification rates.
- Number of years students participated in ELD programs

Group data to be collected to measure gains:

Data talks:

- SSC
- ELAC with ELL parents
- Individual data conferences with teachers
- EL/RFEP Monitoring Forms

Strategy:

- 45 minutes of Designated ELD school wide English Language Development daily (30 minutes in Kindergarten)
- Computer based intervention
- Targeted small group interventions with:
- EL Specialist
- Bilingual Bi-literate Paraeducator
- Teacher (in school and after school RTI)

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

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

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

Anticipated annual growth for each group:

- By April 2025 the percentage of English Language Learners gaining proficiency in English will increase from 4% to 8% in order to move toward the state defined growth expectations as measured by ELPAC English Proficiency.
- An increasing percentage of English language learners will attain English language proficiency annually:
- By June 2025 the percentage of English learners attaining English language proficiency in fewer than 5 years will increase from 10% to 15%, in order to move toward state defined expectations for meeting the ELPAC criterion for English language proficiency
- By June 2025 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 2% to 5% in order to move toward state-defined expectations for meeting the ELPAC criterion for English language proficiency

Means of evaluating progress toward this goal:

- CAASPP Data
- F&P (Fastbridge)
- BPST
- Reclassification Criteria
- ELPAC Scores

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

The LEA plan has the same goal in this subject area

What did the analysis of the data reveal that led you to this goal?

- Approximately 12% of ELL students at Cherryland are eligible for reclassification based on ELPAC and CAASPP.

- Increasing the reclassification rate by 10% is a reasonable and attainable goal.

Which Educational Partners were involved in analyzing data and developing this goal?

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

Actions to improve achievement (if applicable).

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	38% progressed at least one ELPI level	45% will progress at least one ELPI level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Cherryland will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as more small group support.	All of our EL students at Cherryland need support in ELD standards to master their skills. Working in small groups and working with an additional person will hopefully support their needs to master these standards.	8167 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 2405.25 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology) 0 Title I 5000-5999: Services And Other Operating Expenditures Reclassification/ Awards 13164.50 Title I

			2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 3000 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days 3000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days 4000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plans 4000 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plans 2405.25 Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology) 1940.62 Title I 5800: Professional/Consulting Services And Operating Expenditures Flocabulary/ Nearpod
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We feel that this has been moderately effective. We have had two ELL Specialists since last school year. We are in the process of hiring another paraeducator to support ELLs. Intervention reading groups are limited to the two full time EL Specialists. Integrated and designated ELD occurred throughout the year with all students. Our goals last year were met for ELL growth and reclassification and we expect to continue this growth due the role of the ELL specialist and bilingual bi-literate paraeducator in targeting acceleration for ELL, as well as parent and student ELPAC Academies.

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

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

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

HUSD has identified Cherryland Elementary School to maintain the increase in the position of ELL specialist from one full time staff member to 2 Specialists. Bilingual paraeducator/ paraeducator funded by SSC. SSC wrote the SPSA with an increase to allocate towards direct student supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All Students need the opportunity to participate in Visual and Performing Arts to support the district master Plan during the 2024 -2025 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Cherryland will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering during school and after school enrichment throughout the school year.	All students will be provided opportunities to display their artistic abilities.	500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 0

			LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Release Day for teachers to collaborate 0 Title I 1000-1999: Certificated Personnel Salaries Grade Level Release time to plan and observe 0 Title I 4000-4999: Books And Supplies Art Enrichment (Supplies)
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The difference was that many teachers were able to purchase materials for our Art Show for this school year, but there are currently no major differences between the intended implementation or budgeted expenditures.

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

Cherryland is receiving VAPA funds to support VAPA goals for the 2024-2025 school year. This budget will provide time for teachers to participate in Professional development to support VAPA needs as well as supplies/materials needed for program.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

- 6 - School Climate

LCAP Goal:

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- CA Dashboard Data - Suspension Data
- Office Referral Suspension/expulsion data from 2022 and 2023
- Parent attendance sign in sheets for events in 2022-2023 and 2023 and 2024 Parent Attendance to events has been dramatically impacted by the pandemic and subsequent close of the school to in person learning and in person engagement events.

Group data to be collected to measure gains:

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

Strategy:

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

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

- African American Students
- Special Ed Students
- English Language Learners
- Native American students
- Latinx
- Students not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:

Decrease in the total number of students suspended, and decrease in the percentage of total suspensions attributable to African American students and students with disabilities.

Means of evaluating progress toward this goal:

- Suspension, expulsion, detention, and referral data, including, time, location, and incident type, by individual student, by grade level, and school wide.
- Parent sign in sheets and surveys

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

- The LEA has the same goal plan in this area.

What did the analysis of the data reveal that led you to this goal?

Our California dashboard data indicates an increase in suspensions for the 2022-2023 and then the 2023-2024 school year. In particular the subgroup of African Americans were in at the red level indicated the lowest level of performance. This along with the California Healthy Kids Survey data is evidence that we had a decline in our school climate and need to dedicate more resources to support this goal.

Which Educational Partners were involved in analyzing data and developing this goal?

Certificated and classified staff, and parents were involved in the formation of these goals. SSC, ELAC, AASAI, SBDM, and formal and informal surveys and data analysis during parent engagement events supported the development of this goal.

Actions to improve achievement

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	3% of students are suspended at least one day	Decrease by 1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Cherryland will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.	All students in grades TK through 6th grade, will benefit from the additional resources given to all teachers to support SEL in classrooms.	2160 Title I 5800: Professional/Consulting Services And Operating Expenditures Seesaw 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Conferences 1089 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Seesaw 0 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Student Council 0 Title I

			5800: Professional/Consulting Services And Operating Expenditures Conferences 0 Title I 5800: Professional/Consulting Services And Operating Expenditures Contracts
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Cherryland will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	All families will be supported with more opportunities to be engaged at their child's school.	0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teachers to train parents 500 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Parent Engagement and Education 480 LCFF Supplemental and Concentration Funds

			5000-5999: Services And Other Operating Expenditures Fingerprinting 500 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Child Care 0 Title I 4000-4999: Books And Supplies Technology
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies/activities under this goal have had mixed levels of effectiveness this school year. The strategy of district funding a full time Family Equity and Engagement Specialist has led to an increase in opportunities and effectiveness of parent engagement activities Attendance is up at meetings and parent involvement steadily increases.

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

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

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

SSC is receiving LCFF funds in the budget for this goal for the 2024-2025 school year. Under the support of certificated staff the school will continue to support a student council in order to increase student voice and input into decision making bodies such as SBDM, SSC, and ELAC. We also have an increase in the funds allocated for parent engagement and education in this SPSA. These changes are reflected in goal related to parent engagement and school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Cherryland will decrease chronic absenteeism by 5% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

- 8 - Other Pupil Outcomes

LCAP Goal:

- Increase average daily attendance by 1%

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

- California Dashboard data on Chronic absenteeism
- District and Site Average Daily Attendance Data. For 2023-2024, Cherryland had a yearlong ADA of about 93%, indicating that daily attendance increased from 89% the previous year.
- Due to the Pandemic and subsequent closures, we have increased our ADA from year to year. 2021-2022 was 84%; 2022- 2023 was 88%; currently 93%.

Group data to be collected to measure gains:

- Daily Attendance
- SART
- SARB
- Weekly attendance reviews at admin team
- Monthly perfect attendance award
- Trimester perfect attendance celebrations
- Daily absence calls
- truancy letters
- monthly newsletters
- marquee.

Strategy:

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

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

English Language Learners, disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:

ADA to grow by a minimum of 3% so that our year long ADA is 96% and decrease chronic absenteeism by 2%.

Means of evaluating progress toward this goal:

Average Daily Attendance, California Dashboard

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

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

What did the analysis of the data reveal that led you to this goal?

The 93% in 2023-2024 ADA rate did not meet the district wide goal of 96%.

Which Educational Partners were involved in analyzing data and developing this goal?

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

Actions to improve achievement to exit program improvement (if applicable).

- Parent engagement activities and education around attendance,
- Outreach to families of Chronically absent students
- SART meeting
- SARB meetings
- Saturday attendance academies

- Perfect attendance, improved attendance, and weekly class attendance awards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records	44.19% of our students are chronically absent.	Decrease this number to 35% of students will be chronically absent.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Cherryland staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All students and families need to be provided with opportunities to discuss attendance and the importance of it.	500 Title I 4000-4999: Books And Supplies Materials and Supplies

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of the strategies under this articulated goal continues to have mixed results. The average daily attendance has been impacted by the pandemic and rules around safe return.

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

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$184,405.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$74,567.50
Title I Part A: Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: **\$75,067.50**

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$76,511.00
Title I: Schoolwide Program	\$32,826.50

Subtotal of state or local funds included for this school: **\$109,337.50**

Total of federal, state, and/or local funds for this school: **\$184,405.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	80,652	4,141.00
Title I Part A: Basic Grants Low-Income and Neglected	123,589	123,589.00
Title I Part A: Parent Involvement	2,000.00	1,500.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	76,511.00
Title I	74,567.50
Title I Part A: Parent Involvement	500.00
Title I: Schoolwide Program	32,826.50

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,579.25
2000-2999: Classified Personnel Salaries	63,994.00
4000-4999: Books And Supplies	41,611.00
5000-5999: Services And Other Operating Expenditures	1,480.00
5800: Professional/Consulting Services And Operating Expenditures	25,740.75

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	26,085.12
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	24,500.00

4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	12,611.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	980.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	12,334.88
1000-1999: Certificated Personnel Salaries	Title I	18,997.13
2000-2999: Classified Personnel Salaries	Title I	13,164.50
4000-4999: Books And Supplies	Title I	29,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,405.87
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	6,497.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	26,329.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,667.88
Goal 2	69,925.50
Goal 3	42,082.62
Goal 4	500.00
Goal 5	3,249.00
Goal 6	1,480.00
Goal 7	500.00

School Site Council Membership

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

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

Name of Members	Role
Heidi Andrews	Principal
Christine Rollins	Classroom Teacher
Kimberly Steffen	Classroom Teacher
Claudia Razo	Classroom Teacher
Rosemary Vazquez	Other School Staff
Alma Rosa Soto Panuco	Parent or Community Member
Mariela Yanzon	Parent or Community Member
Esperanza Campos	Parent or Community Member
Rosalie Quesada	Parent or Community Member
Viki Valdez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/16/24.

Attested:



Principal, Heidi Andrews on 5/6/24



SSC Chairperson, Kim Steffen on 5/6/24