



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harder Elementary School	01611926000996	March 13, 2024	May 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 Harder Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Schoolwide Program

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 Harder Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Comprehensive Support and Improvement  
Schoolwide Program

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

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

## Educational Partner Involvement

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

## Resource Inequities

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

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

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

After analysis of the data, another area of inequity is students' access to instruction due to excessive absences. When students miss days, they receive insufficient instruction to make the necessary academic growth for the year.

## 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.

English Learner Progress Indicator - Declined 13.9% with 43.5% making progress towards English language proficiency  
English Language Arts - Declined 7.8 points, 78.1 points below standard  
Mathematics - declined 14.7 points, 108.7 points below standard  
Suspension Rate - Increased 1.7%, 4.6% suspended at least one day

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.

## Other Needs

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

aReading (2- 6 grades) Winter 2023

On-track 10%

Low-risk 18%

Some Risk 23%

High Risk 49%

earlyReading (K-1 grades) Winter 2023

Low Risk 22%

Some Risk 26%

High Risk 52%

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Harder 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	0.2%	0.19%	0.3%	1	1	2
African American	4.0%	1.93%	5.04%	18	10	34
Asian	9.2%	7.35%	6.67%	42	38	45
Filipino	3.7%	4.06%	2.22%	17	21	15
Hispanic/Latino	75.6%	76.79%	74.37%	344	397	502
Pacific Islander	2.0%	4.06%	5.19%	9	21	35
White	1.3%	1.55%	1.33%	6	8	9
Multiple/No Response	4.0%	4.06%	4.3%	18	21	29
<b>Total Enrollment</b>				455	517	675

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	73	100
Grade 1	56	58	103
Grade 2	59	59	73
Grade3	80	62	94
Grade 4	78	91	82
Grade 5	73	91	119
Grade 6	66	83	104
<b>Total Enrollment</b>	455	517	675

#### Conclusions based on this data:

1. In the last three years, our overall enrollment increased. With the closure of 2 elementary school sites in spring 2022, Harder experienced an increase of over 100 students to the Harder campus.
2. The Hispanic/LatinX has the highest percentage of enrollment and continues to increase every year.
3. The African American, Pacific Islander, and Multiple/No Response Groups have increased in the past 3 years.

# 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)	237	265	285	52.10%	51.3%	42.2%
Fluent English Proficient (FEP)	67	77	128	14.70%	14.9%	19.0%
Reclassified Fluent English Proficient (RFEP)	6			2.5%		

### Conclusions based on this data:

1. In the past three years, we experienced a decrease of percentage of Multilingual learners in comparison to the overall student population. However, we have seen an increase of Fluent English Proficient (FEP) students from 14.7% to 19.0%.
2. In the past three years, there has been a decline of students who are Fluent English Proficient and Harder has decreased the number of Multilingual learners.

# 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	79	62	89	0	56	87	0	56	87	0.0	90.3	97.8
Grade 4	75	95	82	0	89	76	0	89	76	0.0	93.7	92.7
Grade 5	73	92	118	0	86	117	0	86	117	0.0	93.5	99.2
Grade 6	66	92	105	0	89	96	0	89	96	0.0	96.7	91.4
All Grades	293	341	394	0	320	376	0	320	376	0.0	93.8	95.4

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		2343.	2341.		3.57	3.45		16.07	14.94		19.64	17.24		60.71	64.37
Grade 4		2390.	2375.		4.49	6.58		17.98	10.53		20.22	13.16		57.30	69.74
Grade 5		2424.	2426.		2.33	4.27		16.28	16.24		24.42	23.93		56.98	55.56
Grade 6		2487.	2472.		8.99	3.13		21.35	27.08		37.08	29.17		32.58	40.63
All Grades	N/A	N/A	N/A		5.00	4.26		18.13	17.55		25.94	21.54		50.94	56.65

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.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.57	3.45		46.43	48.28		50.00	48.28
<b>Grade 4</b>		4.49	3.95		49.44	53.95		46.07	42.11
<b>Grade 5</b>		2.33	4.27		63.95	57.26		33.72	38.46
<b>Grade 6</b>		10.23	6.25		53.41	54.17		36.36	39.58
<b>All Grades</b>		5.33	4.52		53.92	53.72		40.75	41.76

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.14	1.15		33.93	43.68		58.93	55.17
<b>Grade 4</b>		6.74	5.26		47.19	34.21		46.07	60.53
<b>Grade 5</b>		3.49	6.96		40.70	39.13		55.81	53.91
<b>Grade 6</b>		11.36	5.26		48.86	54.74		39.77	40.00
<b>All Grades</b>		7.21	4.83		43.57	43.16		49.22	52.01

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.93	5.75		66.07	63.22		25.00	31.03
<b>Grade 4</b>		3.37	3.95		71.91	67.11		24.72	28.95
<b>Grade 5</b>		4.65	6.84		65.12	69.23		30.23	23.93
<b>Grade 6</b>		7.95	4.17		68.18	76.04		23.86	19.79
<b>All Grades</b>		5.96	5.32		68.03	69.15		26.02	25.53

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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		7.14	4.60		42.86	49.43		50.00	45.98
Grade 4		3.37	7.89		65.17	56.58		31.46	35.53
Grade 5		4.65	5.13		59.30	63.25		36.05	31.62
Grade 6		6.74	6.25		74.16	75.00		19.10	18.75
All Grades		5.31	5.85		62.19	61.70		32.50	32.45

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**Conclusions based on this data:**

1. Writing and Reading have the highest percentage of students scoring at a below standards range: 52.01% & 41.76%, respectively. Listening is the section with the lowest percentage of below standard at 25.53%
2. Research/Inquiry increased the percentage of students above the standard.
3. Listening and speaking has the lowest % of below standards @ 25.53% and highest % of at or near standard of 69.15%

# 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	79	62	89	0	57	87	0	57	87	0.0	91.9	97.8
Grade 4	75	95	83	0	92	83	0	92	83	0.0	96.8	100.0
Grade 5	73	92	118	0	90	115	0	90	115	0.0	97.8	97.5
Grade 6	66	92	105	0	89	103	0	89	103	0.0	96.7	98.1
All Grades	293	341	395	0	328	388	0	328	388	0.0	96.2	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2343.	2350.		5.26	0.00		10.53	13.79		14.04	22.99		70.18	63.22
Grade 4		2394.	2380.		6.52	3.61		7.61	7.23		23.91	26.51		61.96	62.65
Grade 5		2431.	2413.		2.22	5.22		11.11	6.09		31.11	18.26		55.56	70.43
Grade 6		2448.	2418.		4.49	0.97		8.99	7.77		25.84	20.39		60.67	70.87
All Grades	N/A	N/A	N/A		4.57	2.58		9.45	8.51		24.70	21.65		61.28	67.27

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.77	1.15		29.82	40.23		61.40	58.62
Grade 4		6.52	4.88		31.52	29.27		61.96	65.85
Grade 5		2.22	3.48		40.00	31.30		57.78	65.22
Grade 6		3.37	0.97		37.08	30.10		59.55	68.93
All Grades		4.88	2.58		35.06	32.56		60.06	64.86

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.77	2.30		26.32	41.38		64.91	56.32
Grade 4		3.26	4.88		43.48	30.49		53.26	64.63
Grade 5		3.33	6.09		47.78	36.52		48.89	57.39
Grade 6		4.49	1.94		34.83	30.10		60.67	67.96
All Grades		4.57	3.88		39.33	34.63		56.10	61.50

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.51	2.30		54.39	51.72		42.11	45.98
Grade 4		7.61	6.02		40.22	43.37		52.17	50.60
Grade 5		4.44	3.48		55.56	46.09		40.00	50.43
Grade 6		3.37	1.94		57.30	55.34		39.33	42.72
All Grades		4.88	3.35		51.52	49.23		43.60	47.42

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**Conclusions based on this data:**

1. All grade levels have above 50% of student population performing at below standards.
2. Communicating Reasoning has the lowest percentage of below standards (@47.42%)
3. Third grade increased its percentage of students with standards met from 10.53% to 13.79%

# 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://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://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
<b>K</b>	1395.3	1473.2	1415.7	1405.3	1451.4	1414.5	1371.6	1524.0	1418.3	24	37	49
<b>1</b>	1417.5	1409.6	1406.8	1428.9	1422.6	1421.1	1405.4	1396.1	1392.2	23	32	25
<b>2</b>	1424.1	1465.7	1450.8	1435.9	1463.9	1448.3	1411.9	1467.3	1452.9	31	33	32
<b>3</b>	1462.6	1466.6	1461.4	1464.7	1470.1	1469.0	1460.0	1462.5	1453.4	45	33	43
<b>4</b>	1490.6	1491.3	1473.7	1490.0	1493.5	1467.9	1490.7	1488.7	1479.0	40	54	43
<b>5</b>	1516.3	1512.4	1510.5	1517.8	1497.5	1514.3	1514.5	1526.9	1506.1	29	47	54
<b>6</b>	1499.5	1529.1	1527.9	1499.5	1522.9	1523.7	1498.9	1534.8	1531.6	21	33	41
<b>All Grades</b>										213	269	287

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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
<b>K</b>	12.50	56.76	20.41	37.50	13.51	26.53	20.83	2.70	26.53	29.17	27.03	26.53	24	37	49
<b>1</b>	0.00	9.38	0.00	34.78	21.88	20.00	30.43	18.75	40.00	34.78	50.00	40.00	23	32	25
<b>2</b>	3.23	27.27	3.13	35.48	21.21	40.63	32.26	21.21	28.13	29.03	30.30	28.13	31	33	32
<b>3</b>	2.27	9.09	4.65	29.55	33.33	18.60	38.64	30.30	41.86	29.55	27.27	34.88	44	33	43
<b>4</b>	5.13	14.81	6.98	33.33	29.63	30.23	46.15	27.78	30.23	15.38	27.78	32.56	39	54	43
<b>5</b>	13.79	19.15	20.37	44.83	42.55	27.78	27.59	17.02	25.93	13.79	21.28	25.93	29	47	54
<b>6</b>	10.00	33.33	19.51	50.00	30.30	43.90	15.00	18.18	12.20	25.00	18.18	24.39	20	33	41
<b>All Grades</b>	6.19	23.79	12.20	36.67	28.25	29.62	32.38	19.70	28.57	24.76	28.25	29.62	210	269	287

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.83	43.24	18.37	29.17	24.32	28.57	16.67	5.41	26.53	33.33	27.03	26.53	24	37	49
<b>1</b>	8.70	28.13	8.00	34.78	15.63	40.00	34.78	21.88	24.00	21.74	34.38	28.00	23	32	25
<b>2</b>	19.35	33.33	15.63	38.71	21.21	34.38	22.58	24.24	25.00	19.35	21.21	25.00	31	33	32
<b>3</b>	22.73	27.27	20.93	38.64	33.33	34.88	15.91	15.15	20.93	22.73	24.24	23.26	44	33	43
<b>4</b>	28.21	33.33	27.91	46.15	27.78	32.56	12.82	22.22	9.30	12.82	16.67	30.23	39	54	43
<b>5</b>	37.93	38.30	35.19	44.83	36.17	29.63	6.90	6.38	20.37	10.34	19.15	14.81	29	47	54
<b>6</b>	25.00	36.36	53.66	45.00	33.33	17.07	5.00	12.12	9.76	25.00	18.18	19.51	20	33	41
<b>All Grades</b>	23.81	34.57	27.18	40.00	27.88	30.31	16.19	15.24	19.16	20.00	22.30	23.34	210	269	287

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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
<b>K</b>	8.33	43.24	12.24	29.17	27.03	28.57	45.83	24.32	44.90	16.67	5.41	14.29	24	37	49
<b>1</b>	0.00	12.50	0.00	30.43	6.25	16.00	21.74	12.50	28.00	47.83	68.75	56.00	23	32	25
<b>2</b>	3.23	21.21	3.13	29.03	24.24	25.00	19.35	24.24	21.88	48.39	30.30	50.00	31	33	32
<b>3</b>	0.00	6.06	2.33	11.36	12.12	4.65	38.64	27.27	30.23	50.00	54.55	62.79	44	33	43
<b>4</b>	0.00	3.70	9.30	12.82	14.81	6.98	56.41	42.59	25.58	30.77	38.89	58.14	39	54	43
<b>5</b>	6.90	8.51	7.41	13.79	36.17	16.67	51.72	27.66	35.19	27.59	27.66	40.74	29	47	54
<b>6</b>	0.00	9.09	12.20	30.00	36.36	26.83	40.00	33.33	26.83	30.00	21.21	34.15	20	33	41
<b>All Grades</b>	2.38	14.13	7.32	20.48	22.68	17.77	40.00	28.62	31.36	37.14	34.57	43.55	210	269	287

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.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	51.35	18.37	50.00	21.62	55.10	25.00	27.03	26.53	24	37	49
<b>1</b>	21.74	40.63	24.00	69.57	28.13	52.00	8.70	31.25	24.00	23	32	25
<b>2</b>	25.81	27.27	9.38	51.61	51.52	65.63	22.58	21.21	25.00	31	33	32
<b>3</b>	27.27	30.30	9.30	50.00	39.39	55.81	22.73	30.30	34.88	44	33	43
<b>4</b>	28.21	35.19	13.95	56.41	48.15	46.51	15.38	16.67	39.53	39	54	43
<b>5</b>	20.69	12.77	20.37	62.07	72.34	61.11	17.24	14.89	18.52	29	47	54
<b>6</b>	20.00	12.12	12.20	65.00	75.76	70.73	15.00	12.12	17.07	20	33	41
<b>All Grades</b>	24.76	29.74	15.33	56.67	49.07	58.19	18.57	21.19	26.48	210	269	287

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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	32.43	26.53	45.83	40.54	46.94	37.50	27.03	26.53	24	37	49
<b>1</b>	0.00	12.50	8.00	65.22	50.00	52.00	34.78	37.50	40.00	23	32	25
<b>2</b>	20.00	30.30	31.25	56.67	48.48	43.75	23.33	21.21	25.00	30	33	32
<b>3</b>	31.82	51.52	34.88	45.45	24.24	41.86	22.73	24.24	23.26	44	33	43
<b>4</b>	41.03	35.19	41.86	48.72	46.30	30.23	10.26	18.52	27.91	39	54	43
<b>5</b>	62.07	61.70	62.96	27.59	14.89	24.07	10.34	23.40	12.96	29	47	54
<b>6</b>	45.00	48.48	58.54	30.00	36.36	21.95	25.00	15.15	19.51	20	33	41
<b>All Grades</b>	32.06	39.78	40.42	45.93	36.80	35.89	22.01	23.42	23.69	209	269	287

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	48.65	24.49	62.50	35.14	63.27	37.50	16.22	12.24	24	37	49
<b>1</b>	21.74	15.63	4.00	30.43	9.38	24.00	47.83	75.00	72.00	23	32	25
<b>2</b>	22.58	21.21	3.13	38.71	42.42	53.13	38.71	36.36	43.75	31	33	32
<b>3</b>	0.00	3.03	2.33	34.09	36.36	16.28	65.91	60.61	81.40	44	33	43
<b>4</b>	5.13	1.85	6.98	43.59	44.44	30.23	51.28	53.70	62.79	39	54	43
<b>5</b>	10.34	8.51	11.11	58.62	63.83	50.00	31.03	27.66	38.89	29	47	54
<b>6</b>	5.00	9.09	9.76	40.00	51.52	48.78	55.00	39.39	41.46	20	33	41
<b>All Grades</b>	8.57	14.50	9.76	43.33	42.01	42.16	48.10	43.49	48.08	210	269	287

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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
<b>K</b>	41.67	70.27	28.57	37.50	21.62	53.06	20.83	8.11	18.37	24	37	49
<b>1</b>	0.00	12.50	8.00	56.52	28.13	44.00	43.48	59.38	48.00	23	32	25
<b>2</b>	0.00	21.21	6.25	50.00	54.55	43.75	50.00	24.24	50.00	28	33	32
<b>3</b>	4.65	12.12	2.33	53.49	45.45	58.14	41.86	42.42	39.53	43	33	43
<b>4</b>	0.00	16.67	9.30	79.49	59.26	44.19	20.51	24.07	46.51	39	54	43
<b>5</b>	3.57	31.91	12.96	85.71	46.81	53.70	10.71	21.28	33.33	28	47	54
<b>6</b>	10.00	30.30	29.27	65.00	54.55	51.22	25.00	15.15	19.51	20	33	41
<b>All Grades</b>	7.32	27.88	14.63	61.95	45.35	50.52	30.73	26.77	34.84	205	269	287

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**Conclusions based on this data:**

1. Speaking Domain has the highest percentage of students at well developed level @ 40.42%
2. Percentage of student in the Well developed performance level increased in 21-22 from 20-21 but then decreased in 22-23.
3. The percentage of students in the beginning level of all domains has increased in the past year.

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>675</b>	<b>80.3</b>	<b>42.2</b>	<b>0.4</b>
Total Number of Students enrolled in Harder 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	285	42.2
Foster Youth	3	0.4
Homeless	25	3.7
Socioeconomically Disadvantaged	542	80.3
Students with Disabilities	96	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5
American Indian	2	0.3
Asian	45	6.7
Filipino	15	2.2
Hispanic	502	74.4
Two or More Races	29	4.3
Pacific Islander	35	5.2
White	9	1.3



**Conclusions based on this data:**

1. The Harder's academic goals and resources will be focused on the two largest subpopulation groups: the socioeconomically disadvantaged and Hispanic.

# School and Student Performance Data

## Overall Performance






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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. English Language Arts, Mathematics, and English Learner progress are all at the lowest performance levels - red. In all academic areas, third-sixth grade students are at the lowest performance levels.
2. Suspension Rate are in the orange performance level and Chronic Absenteeism is in the yellow performance level.

# School and Student Performance Data

## Academic Performance English Language Arts

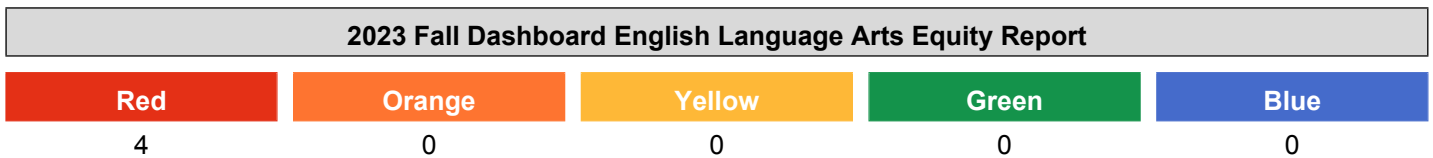
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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






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




This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>78.1 points below standard</p> <p>Decreased -7.8 points</p> <p>366 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>94.5 points below standard</p> <p>Decreased Significantly -17.9 points</p> <p>212 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>127.5 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>78.2 points below standard</p> <p>Decreased -3.1 points</p> <p>314 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>150.6 points below standard</p> <p>Decreased Significantly -25.7 points</p> <p>63 Students</p>

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

African American	American Indian	Asian	Filipino
63.9 points below standard 14 Students	Less than 11 Students 1 Student	43.6 points below standard Maintained -2.4 points 24 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 86.9 points below standard Decreased -10.1 points 282 Students	70.9 points below standard Decreased Significantly - 35.2 points 17 Students	45.9 points below standard Increased +7.8 points 18 Students	Less than 11 Students 1 Student

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
122.3 points below standard Decreased Significantly -19.4 points 154 Students	20.7 points below standard Decreased -11.5 points 58 Students	67 points below standard Increased +3.4 points 129 Students

**Conclusions based on this data:**

1. Based on state and local reading assessments, students continue to struggle with basic reading skills. For example, all student groups are performing at the "very low" performance bands. However, students with disabilities have the highest points below standards (i.e. 150.6 points below standard) although they only comprise 63 students.
2. The focus on after school EL academies has supported Multilingual Learners with improving reading skills. Although English Learners are in the lowest performance level, Reclassified English Learners are only 20.7 points below standards in comparison to 94.5 points below standards from English learners. Reclassified English Learners seem to be performing at higher levels than current English Learners or English only students.

# School and Student Performance Data

## Academic Performance Mathematics

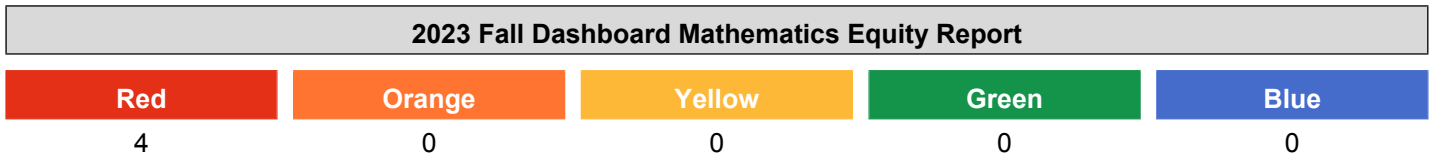
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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
















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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>All Students</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #e0e0e0;"><td>108.7 points below standard</td></tr> <tr><td>Decreased -14.7 points</td></tr> <tr><td>368 Students</td></tr> </tbody> </table>	All Students	 Red	108.7 points below standard	Decreased -14.7 points	368 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>English Learners</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #e0e0e0;"><td>121.9 points below standard</td></tr> <tr><td>Decreased Significantly -23.9 points</td></tr> <tr><td>214 Students</td></tr> </tbody> </table>	English Learners	 Red	121.9 points below standard	Decreased Significantly -23.9 points	214 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>Foster Youth</th></tr> </thead> <tbody> <tr><td> No Performance Color</td></tr> <tr><td>0 Students</td></tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
All Students															
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<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>Homeless</th></tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"><td>124.2 points below standard</td></tr> <tr><td>13 Students</td></tr> </tbody> </table>	Homeless	124.2 points below standard	13 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>Socioeconomically Disadvantaged</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #e0e0e0;"><td>110.6 points below standard</td></tr> <tr><td>Decreased -11.1 points</td></tr> <tr><td>316 Students</td></tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	110.6 points below standard	Decreased -11.1 points	316 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"><th>Students with Disabilities</th></tr> </thead> <tbody> <tr><td> Red</td></tr> <tr style="background-color: #e0e0e0;"><td>173.1 points below standard</td></tr> <tr><td>Decreased -9.3 points</td></tr> <tr><td>63 Students</td></tr> </tbody> </table>	Students with Disabilities	 Red	173.1 points below standard	Decreased -9.3 points	63 Students
Homeless															
124.2 points below standard															
13 Students															
Socioeconomically Disadvantaged															
 Red															
110.6 points below standard															
Decreased -11.1 points															
316 Students															
Students with Disabilities															
 Red															
173.1 points below standard															
Decreased -9.3 points															
63 Students															

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

African American	American Indian	Asian	Filipino
96.1 points below standard 14 Students	Less than 11 Students  1 Student	59.1 points below standard Decreased -9.4 points  24 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 118 points below standard Decreased Significantly - 19.5 points 284 Students	108.4 points below standard Decreased Significantly - 19.5 points 17 Students	82.6 points below standard Increased +11.4 points  18 Students	Less than 11 Students  2 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
145.1 points below standard Decreased Significantly -30.6 points  156 Students	59.5 points below standard Decreased -3.4 points  58 Students	98.7 points below standard Decreased -3.8 points  129 Students

#### Conclusions based on this data:

- Overall, our students are performing in the low range for Mathematics regardless of Race/Ethnicity and subgroup. Our students with disabilities are performing in the very low range.

# School and Student Performance Data

## Academic Performance English Learner Progress

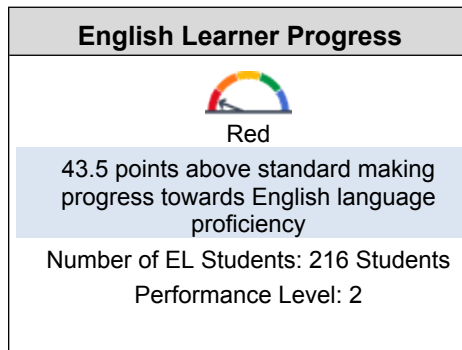
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	93	1	93

#### Conclusions based on this data:

- The majority of the students are either maintaining or moving at least one ELPI level. However, only 1 student maintained level 4 - highest proficiency level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

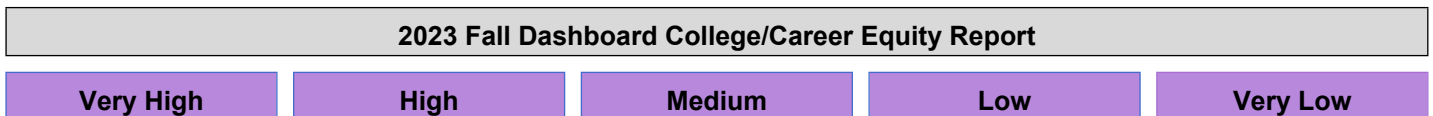
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

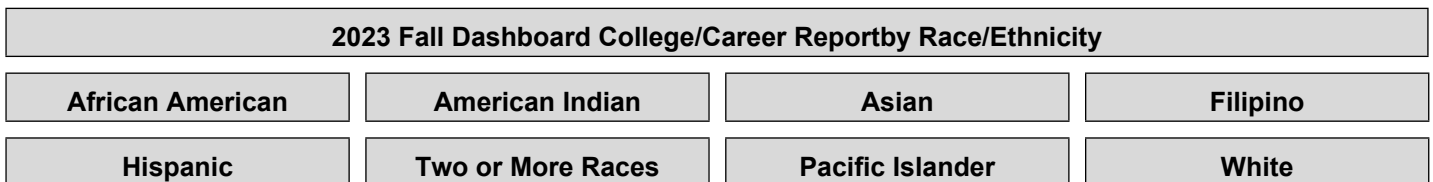
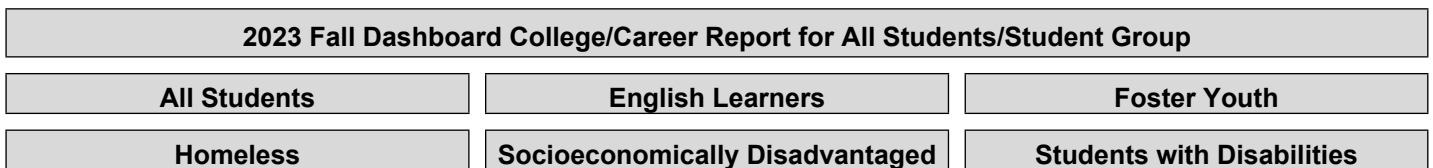
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



### Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 45.3% Chronically Absent Declined Significantly -17.2 706 Students	 Yellow 43.4% Chronically Absent Declined Significantly -18.5 362 Students	Less than 11 Students 4 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
50% Chronically Absent Declined -30 30 Students	 Yellow 45.3% Chronically Absent Declined Significantly -20 587 Students	 Orange 51.9% Chronically Absent Declined -18.3 108 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>34.3% Chronically Absent</p> <p>Declined -22.9</p> <p>35 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>Orange</p> <p>23.1% Chronically Absent</p> <p>Declined -15.4</p> <p>52 Students</p>	<p>40% Chronically Absent</p> <p>Declined -10</p> <p>15 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>Yellow</p> <p>48.8% Chronically Absent</p> <p>Declined Significantly -16.4</p> <p>523 Students</p>	<p>36.4% Chronically Absent</p> <p>Declined -16</p> <p>33 Students</p>	<p>48.6% Chronically Absent</p> <p>Declined -24.2</p> <p>35 Students</p>	<p>45.5% Chronically Absent</p> <p>0</p> <p>11 Students</p>

**Conclusions based on this data:**

1. Although there has been substantial growth (decline on percentage of chronically absent) with in the groups, students continue to show a high percentage of chronically absent behavior even post pandemic.

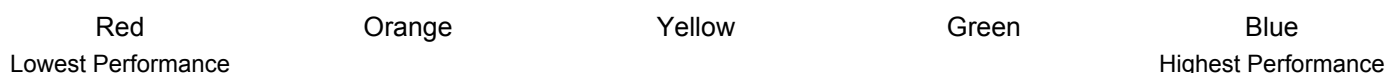
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

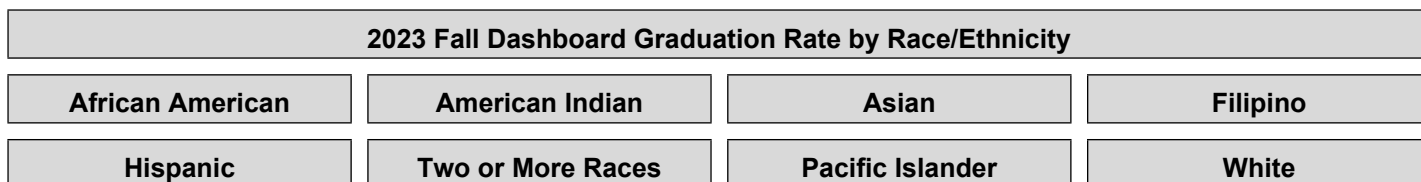
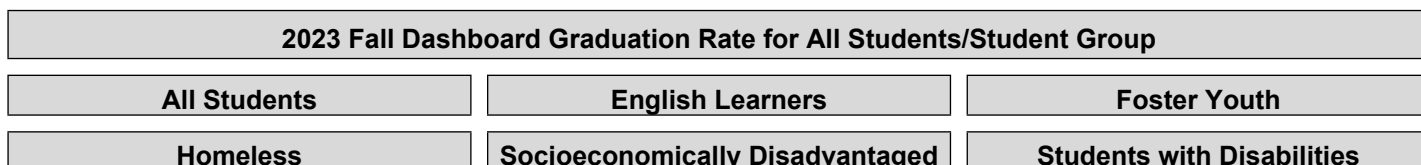
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

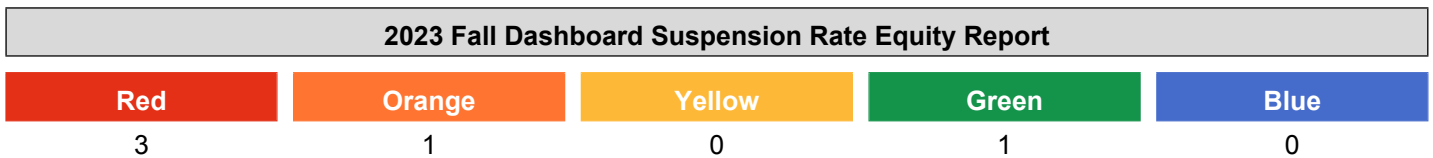
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 4.6% suspended at least one day Increased 1.7 722 Students	<b>English Learners</b>  Red 6.2% suspended at least one day Increased Significantly 2.5 372 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> 0% suspended at least one day Declined -5.9 31 Students	<b>Socioeconomically Disadvantaged</b>  Red 5.2% suspended at least one day Increased Significantly 2.1 595 Students	<b>Students with Disabilities</b>  Red 8.2% suspended at least one day Increased 6.9 110 Students

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

African American	American Indian	Asian	Filipino
<p>5.4% suspended at least one day</p> <p>Increased 5.4 37 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Green</p> <p>1.8% suspended at least one day</p> <p>Declined -3.3 55 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 1.3 534 Students</p>	<p>6.1% suspended at least one day</p> <p>Increased 6.1 33 Students</p>	<p>5.7% suspended at least one day</p> <p>Increased 5.7 35 Students</p>	<p>18.2% suspended at least one day</p> <p>11 Students</p>

**Conclusions based on this data:**

1. Post pandemic, students across varies groups have continued to demonstrate challenges in self-regulation. With limited resources, professional learning, etc. to support students, Harder continues to see an increase in suspension. The school could benefit from professional learning and implementation of early intervention practices.

# 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.

Reading: Harder will strive to grow 5% in the amount of students who are on track to meeting expectations according to district and local reading assessments in both English and Spanish.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

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

### 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.

Based on state testing for 2023, Harder 3-6 grade students:

in writing, 4.83% of students were above standard, 43.16% were Near Standard, were 52.01% are Below Standard.

in reading, 4.52% of students were above standards, 53.72% were near standards, and 41.76% were below standards

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

### Annual Measurable Outcomes

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
Use of Universal Screener measure student improvement.	aReading (2-6 Grades) Winter 2022 On_Track 7% Winter 2023 On_Track 10%  earlyReading (K-1 Grades) Winter 2022 Low Risk 28% Winter 2023 Low Risk 22%	By winter 2024 cycle, the student percentage of On-Track expectations will increase by 5% from the baseline and the percentage of Low Risk expectation will decrease by 5% from the baseline.
Use of On-demand writing assessments for each writing unit (e.g. narrative, informative, opinion)	Baseline data will be compiled at the beginning of each writing unit.	By the end of the school year, teachers will create writing baseline expectations for the continued writing professional development and student growth for future years.

## 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	<p>#1 In order to continue developing understanding of the Science of Reading and reading pedagogy, Harder will hire a Reading Specialist/Coach to support students and teachers with reading and writing. Task: Reading Specialist/Coach support with reading intervention groups of student at high risk Reading Specialist/coach support teachers learn and implement reading and writing strategies</p> <p>#2 Harder will continue developing learning and collaboration in the pedagogy of writing. Tasks: * Teachers analyze writing samples and collaborate on instructional improvement, with a focus on equity for all students. * Professional coaching throughout the year by consultant and Reading Specialist/coach.</p> <p>Resources * supplemental materials for writing * Teacher release time *consultant - Professional Learning &amp; coaching</p> <p>#3 Develop a model and structure to support ongoing data analysis and professional learning for reading. Harder will continue to focus on explicitly teaching foundational reading skills in all K-6th grade classrooms. Strategy</p> <p>Tasks: * Cycle of Inquiry to use local assessments to determine students needs and explicit and systemic teaching.</p>	All students will be served by the following strategies with a special focus on English Learners, African American students, Socioeconomically Disadvantaged and Students with Disabilities.	<p>40,000 LCFF 1000-1999: Certificated Personnel Salaries</p> <p>60,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>60,000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries</p> <p>6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures</p> <p>13,000 Title I 4000-4999: Books And Supplies Classroom supplemental reading materials</p> <p>6,000 LCFF 5000-5999: Services And Other Operating Expenditures after school tutoring</p> <p>1222 Comprehensive Support and Improvement (CSI)</p>

	<p>*Paraeducator provide intense reading intervention Tier III after the first 30 days and in a 6 week cycles.          *After school reading small group instruction for Tier III students          *Reading Specialist/Coach to support grade levels with cycles of inquiry and data analysis</p> <p>Resources:          * classroom book libraries and supplemental fictional/nonfiction student materials          * supplemental reading resources for teachers and students such as online reading applications          *Teacher release time          * Paraeducators          *Teacher extra hours reading small group instruction/intervention          * After school tutoring for students</p>		<p>1000-1999: Certificated Personnel Salaries          extra hours: planning, collaboration, professional learning          3411          LCFF          4000-4999: Books And Supplies          supplemental reading materials</p>
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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.

Harder focused on K-6 writing instruction. Most teachers attended summer training and participated on coaching sessions with consultant. Through the use of minimum day, staff meetings, and grade level collaborations, teachers engaged in analysis of students writing and lesson planning. We had after school trainings around small group assessments for foundational skills and instruction.

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

All funds were utilized for the intended implementation.

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

For the 2024-2025 school year, Harder will focus on developing understanding of the Simple View of Reading and its implementation in K-6 classrooms to meet the reading needs of students. With the support of a Reading Specialist/Coach, teachers will be able to engage in inquiry cycles of learning. We will also continue with the implementation of writing and creating data collection systems.



# 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: Identify students' needs and professional learning goals that will address students' needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

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

### 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.

Based on the analysis of the CAASPP assessment, math is at 108.7 points below standard compared to 78.1 points below standard in ELA. The difference between reading and math increased from previous 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
Creation and use of staff surveys to determine professional learning needs.	Baseline data to be collected by the end of the school year.	Utilize data to determine future professional development needs and opportunities.
Re-establishing local and district assessments	Once local & district assessment are agreed upon. The baseline data will be collected.	By the end of the school year, the math team will create learning 1 -2 grade level goals for students based on determined local/district assessments.

### 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	#1 The Instructional Leadership Team (ILT team) along with other teacher volunteers will attend a summer professional development. This group of	All Students	10,000 LCFF

<p>teachers will then create staff surveys to determine professional learning needs.</p> <p>#2 The ILT team will analyze student assessments (CAASPP and HUSD Benchmarks) to gain understanding of students' strengths and needs. The task force will collect teacher data from a needs assessment of teacher math instruction and content</p> <p>Step 2: Resources The task force will identify resources and professional learning available or needed for teacher development The task force will identify teacher capacity for future professional development</p> <p>Step 3: Planning The task force will develop a long-term plan for staff professional learning and interventions instruction.</p> <p>While the staff engages in research and long-term planning, the school will continue to use online math platforms, such as IXL, Dreambox, etc., that supplement student math practice.</p> <p>Possible data to be collected and analyzed to determine areas of professional learning and student focus: Teacher needs assessment surveys. HUSD benchmark and local assessments (k-2) CAASPP math results (3-6) online software math assessments</p>		
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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.

Harder used the funds to provide online software to supplement practice for students. After analyzing the use of program data with the School Site Council, the team noticed the limited used of the software. There were no volunteers to form a task force team for this school year. However, the Instructional Leadership Team and other teacher volunteers to attend professional development to start discussions about math instruction and professional learning needs.

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

There was no math task force this school year.

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.

For the 2024-2025 school year, the Instructional Leadership Team (ILT) will be attending a summer math training to learn about mathematical pedagogical practices. The ILT team will then bring this knowledge to the school and colleagues.



# 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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

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

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

### 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.

Only 1% of the Multilingual learners maintaining level 4 ELPI level.

Percentage of students at Level 4 in Writing for ELPAC decreased from 14.13 (21-22 school year) to 7.32 (22-23 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
ELPAC test	Determine Long Term students and their levels.	Identify Long Term English Learners by October 2024 to provide small group reading support and EL academy.
Local Reading Assessments	Baseline data to be collected in the fall for all Long Term EL students.	By the end of the 2024-2025, Long Term EL students to increase their reading level by 1 year's growth.

## 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	<p>To identify long-term emergent bilinguals in order to focus in-class and after-school intervention and supports across content areas.</p> <p>Based on ELPAC data and input from our ELAC parent community, the focus students will be our Long Term Multilingual learners in grades 4th-6th who are not meeting the annual expected growth.</p> <p><b>TASK</b>            Step 1: Data Analysis            Staff will identify long-term emergent bilinguals for the current year.            Staff will analyze their strengths and needs</p> <p>Step 2: Resources            Staff will identify resources for in-class instruction or after school intervention</p> <p>Step 3: Cycle of Inquiry            * Collaboratively plan lesson that provide scaffolds in various content areas such as math.            * Identify teaching focus and skills for focused group.</p> <p>Step 4: Assessments            * Use local assessments to monitor student growth in the focused skills.            * Use needs assessments to determine professional learning for teachers</p> <p>Step 5: Professional Development            Professional learning opportunities for the implementation of the bilingual program and emergent bilingual pedagogy to meet the students' language needs.</p> <p>Resources:            Culturally Linguistic Books            Multilingual Language curriculum            Language and equity pedagogy professional development</p> <p><b>TASK:</b>            Bilingual teachers to engage in collaborative learning cycles to continue development of Multilingual needs in the bilingual program.</p> <p>Resources:            Professional supplemental resources for multilingual learners            Extra hours or continued professional learning for multilingual teachers</p>	Long term English Learners & reclassified students	5160 Title I 1000-1999: Certificated Personnel Salaries extra hours: professional learning, after school intervention 500 LCFF 4000-4999: Books And Supplies resources for reclassification 840 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra hours: professional learning and after school intervention

	<p>Supplemental materials for after school multilingual instruction Extra hours after school multilingual academies</p> <p><b>TASK:</b> Support and encourage reclassification of multilingual learners.</p> <p><b>Resources:</b> Materials for after school intervention Materials for in-school supports</p>		
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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.

Harder teachers met every month to collaborate around the professional sessions with Dr. Medina regarding principles of Dual Language Education. Teachers engaged in community of practice cycles about their biliteracy practice. Harder also had an EL Academy for students in 4th - 6th grade specific to their reading and writing needs. A bilingual para educator worked with "newcomer" students to support their reading in Spanish and English.

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

All allocations were utilized.

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.

This coming year, Harder will offer 2 EL academies instead of 1. This will provide opportunities to more Multilingual learners to receive reading and writing support.

# 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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### 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.

Currently Harder offers programs to first through sixth grade students through preparation period classes and after school programs. These classes are not offered to students in kindergarten and are accessed through our master schedule of courses or by opting into after school programming. Students benefit from VAPA programs both academically in addition to the benefits to social emotional well being.

### 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
Teacher Participation Log	no current baseline	Teachers will use Art Cart once per trimester to implement art projects in the classroom.

### 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	Harder will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development and materials.	All students	

	<ol style="list-style-type: none"> <li>1. Harder will offer the following VAPA programs on site: Music Class - 1st - 4th grade, Art Class- 1st - 6th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade</li> <li>2. Harder will host the following VAPA events to showcase student work on site: Multicultural Art &amp; Game night, Black Heritage Student Exposition Night, and the Winter and Spring Concert, student performance</li> <li>3. Students will attend Visual and Performing Arts field trips as designated by grade level</li> <li>4. The Art Lead will meet with kindergarten teachers to offer support and Art integration.</li> <li>5. In addition to the activities listed above, we will use the 2024-2025 school year to develop our Proposition 28 Site Plan.</li> </ol>		
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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.

Harder integrated art in events such as Black History student Exposition night, Multicultural Family Arts & Games night, and Family Math Games. In collaboration with parent volunteers, Harder incorporated art during recess for students.

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

Harder offered materials to all staff during the year for the various projects for the students and community instead of an art cart.

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

Harder will collaborate with an art team to generate ideas for VAPA implementation and resources needed for the upcoming years.



# 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, either through standalone SEL curriculum or culture/climate initiatives.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

- Increase by 5 % the number of students reporting feeling safe and reporting a caring relationship with an adult at 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.

Harder students saw an increase of suspension in various groups. The school needs to explore restorative practices for supporting students' behavioral needs, when possible.

Overall - 4.6% of ALL students were suspended at least 1 day.

English Learners - 6.2% of students were suspended at least 1 day.

Socioeconomically Disadvantaged - 5.2% of students were suspended at least 1 day.

Students with Disabilities - 8.2% of students were suspended at least 1 day.

African American - 5.4% of students were suspended at least 1 day.

Asian - 1.8% of students were suspended at least one day.

Filipino - 0% of students were suspended at least one day.

Hispanic - 4.5% of students were suspended at least one day.

Pacific Islander - 5.7%of students were suspended at least one day.

White - 18.2% of students were suspended at least one day.

### 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
CA Dashboard: Overall Suspension Rate	CA Dashboard data reports that 4.6% of all students were suspended at least 1 day.	Decrease the overall suspension rate by 2%

## 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	Harder will provide after school programs to increase students identity and sense of belonging.	All students	6,000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries After school programs to support whole child
5.2	<p>Harder will maintain a Positive Behavior Intervention and Supports (PBIS) Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS team will meet regularly to review site wide data relevant to school climate and behavior. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner.</p> <p>Harder will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Harder Hawks. Harder Hawks are distributed to students displaying expected behaviors and are used for weekly and earned incentives. Harder will allocate funds for extra hours for staff to input and monitor data and to provide incentives for students.</p> <p>Harder will provide assemblies and other support systems to engage students in promoting positive school climate and following expected behaviors about important topics such as bullying, kindness, etc.</p> <p>Students will continue to be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.</p> <p>SEL counselor will continue to support both Tier I and II supports and intervention through direct and indirect services.</p>	All students	10,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

# 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.

Many Harder teachers implemented Sown-to-Grow. The teachers who implemented this program appreciated the opportunity to build relationship with students. Harder had the school counselor support with students identified in the program who needed support. We increased the number of programs offered by teachers after school. For example, we had kindness group, speech, and more.

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

All allocations were utilized.

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

The PBIS team will focus on tier 1 strategies to decrease the behavior referrals.

# 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

### 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.

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

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

### 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	1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis The school will communicate with parents by various means, including the school website, telephone, texts, and	Alls students will be served by the following strategies	862 Title 1: Parent Allocation materials & supplies 1200 Title 1: Parent Allocation

<p>email to keep them informed about student learning.</p> <p>2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families requesting topics the families would like covered at the workshops.</p> <p>3. Parent and staff membership in PTA will be encouraged. The PTA and administration will help to coordinate volunteer efforts at school. Fingerprinting fees will be partially paid by the school and PTA for parents wishing to volunteer.</p> <p>4. Harder's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p> <p>Resources: All necessary materials and services to support all parent engagement efforts.</p>		<p>volunteer fees (fingerprinting/TB)</p>
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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 started the year without a Family Engagement Specialist which impacted meeting the goals. However, with the new FES, we have been able to engage many parents in our recess parent volunteer programs. We have also added a new Parent Lead Language Workshop class. This class is led by parents that want to learn English and/or Spanish. With the facilitation of the FES staff, parents are learning a different language and building community.

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

All allocations were utilized to support parent workshops and meetings.

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

The team will create a parent survey at the beginning of the year to determine workshops for the school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 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: Harder will decrease chronic absenteeism by 5% in the 23-24 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

- Increase average daily attendance by 1 %

### 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.

Although several groups experienced a decline in percentage of students being chronically absent, Harder continues to experience a high percentage of chronic absenteeism, post pandemic. The dashboard shows that percentage above 45% for all students. Homeless and Students with Disabilities are above 50%. Harder will focus on supporting the Homeless and Students with Disabilities groups.

### 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
List of students from school year 2023-2024	Attendance Clerk will generate reports at beginning of year from 2023-2024 to monitor at beginning of year	The team will connect with all families on chronic absentee list by end of Fall. Based on parent communication, the team will make further referrals to COST or district support teams.
Student Attendance Data	Baseline data will be collected at the beginning of the year for school year 2023- 2024	Decrease chronic absenteeism by 5% in school year 2024-2025

### 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	Harder staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All students with attendance challenges	1000 Comprehensive Support and Improvement (CSI)

<p>1. Harder will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically stating attendance policies, procedures and contact information.</p> <p>2. Harder will acknowledge students with good attendance through various incentive programs including: good attendance awards and recognition, certificate of recognition for the class with highest attendance per month, etc.</p> <p>3. Attendance Clerk, Principal, FES, COST, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions. Chronically tardy students are placed on a check-in/out program with the attendance clerk.</p> <p>Step 1: Student Identification &amp; Assessment  * At beginning of school year, the team will identify students from 2023-2024 school year with chronic absenteeism.  * Administer a needs assessment for student and family to determine supports needed for the year.</p> <p>Step 2: Monitoring  * Create monitoring system  *Assign case managers to monitor student(s) progress or needs</p> <p>Step 3: Whole School Incentives  * School recognition of improved and high attendance by student , grade , and classroom.</p> <p>Recognition &amp; reward.  * Increase communication of the importance of daily attendance and the impact of absences to students , parents and the community is a central component .</p> <p>Resources:  Check-ins by staff such as Family Engagement Specialist, Admin, COST coordinator, counselor  Connecting families to community resources  School incentives for students</p>		<p>2000-2999: Classified Personnel Salaries</p> <p>2000  Comprehensive Support and Improvement (CSI)  4000-4999: Books And Supplies  Attendance incentives</p>
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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 monitored students and were unsuccessful at reaching some families. The incentives gave students excitement and motivation to attend school. Unfortunately, we faced some barriers which we currently don't have any viable solutions; such as transportation or child care for families.

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

Although we attempted multiple methods of communication with families to support with attending school, chronic absenteeism was affected due to parent engagement with the process.

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

We plan to support funding for incentives and support for encouraging and acknowledging students' daily attendance. We also plan to incorporate the Family Engagement Specialist in connecting with families about attendance throughout the year. Additionally, we will have a longer attendance campaign period. We've found that communicating about attendance may need to be done throughout the year in various forms: all call messages, flyers, calls, etc.



# 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	\$227,195.00
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 (\$)
Comprehensive Support and Improvement (CSI)	\$81,062.00
Title I	\$84,160.00

Subtotal of additional federal funds included for this school: \$165,222.00

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

State or Local Programs	Allocation (\$)
LCFF	\$59,911.00
Title 1: Parent Allocation	\$2,062.00

Subtotal of state or local funds included for this school: \$61,973.00

Total of federal, state, and/or local funds for this school: \$227,195.00

# 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	59,911.00	0.00
Title I	86,222.00	2,062.00
Comprehensive Support and Improvement (CSI)	122,577.00	41,515.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	81,062.00
LCFF	59,911.00
Title 1: Parent Allocation	2,062.00
Title I	84,160.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	173,222.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	18,911.00
5000-5999: Services And Other Operating Expenditures	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	68,062.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	1,000.00

4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	2,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	10,000.00
	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF	40,000.00
4000-4999: Books And Supplies	LCFF	3,911.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
	Title 1: Parent Allocation	2,062.00
1000-1999: Certificated Personnel Salaries	Title I	65,160.00
4000-4999: Books And Supplies	Title I	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	189,633.00
Goal 2	10,000.00
Goal 3	6,500.00
Goal 5	16,000.00
Goal 6	2,062.00
Goal 7	3,000.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Cynthia Ortiz, Ed.D.	Principal
Gloria Ramos	Parent or Community Member
LeSandra Hillson	Parent or Community Member
Gabriela Melgoza	Parent or Community Member
Carla Madero	Parent or Community Member
Aileen Gonzalez	Parent or Community Member
Maria Eleanor Padilla	Classroom Teacher Parent or Community Member
Michael Gonzales	Classroom Teacher
Fernando Carranza	Classroom Teacher
Ramona Quezada-Martinez	Classroom Teacher
Laura Bautista	Classroom Teacher
Eduardo Herrera	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/13/2023.

Attested:



Principal, Cynthia Ortiz, Ed.D. on 3/13/2024



SSC Chairperson, Gabriela Melgoza on 4/29/24